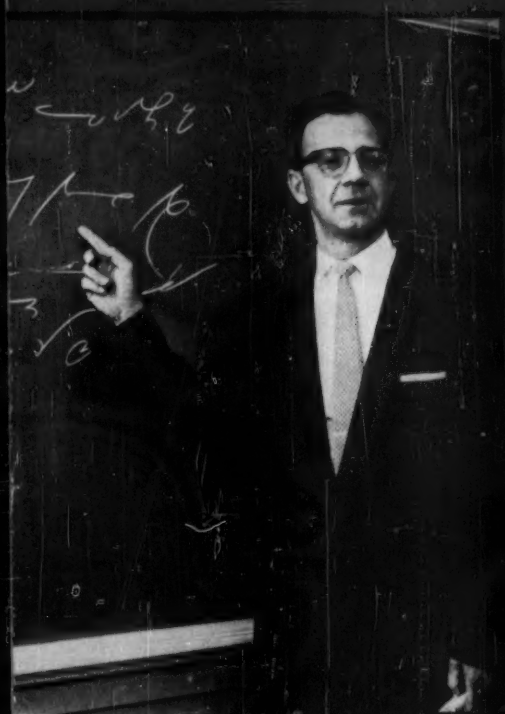


# BUSINESS EDUCATION WORLD

SEPTEMBER, 1960



# Rx

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LEARN TO TYPE  
IN ONE ROOM

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PROBLEMS  
IN A NEW DECADE

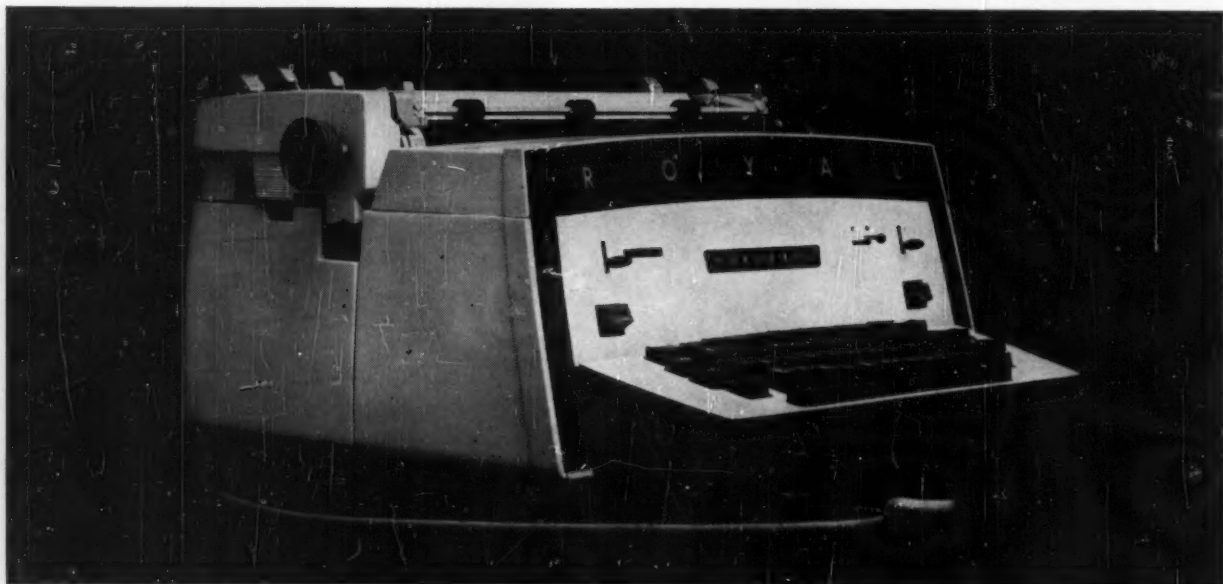
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TO TEACH  
ECONOMIC LITERACY,  
USE NEWS ITEMS

PAGE 26

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## THE BUSINESS TEACHER'S

# Problem Clinic

THIS IS THE START of the fifth year of the Business Teacher's Problem Clinic. Remember that it needs your help—your problems and your suggested solutions to other's problems. Of course, we also offer prizes each year for the two best problems and two best solutions. Here are the June problems again and a suggested solution to the May problem.

### JUNE PROBLEM 1

The problem I face is not new, I suppose. Our school is small and, in order to take care of the demand for bookkeeping, Typing I, and Typing II, they had to be scheduled at the same hour. There are two advanced typing students and eight beginners.

Typing II, of course, does not need the constant attention that Typing I does. But, particularly during the first months of school, both bookkeeping and Typing I need much attention.

They meet in the same room separated by a glass partition. How can I give the attention needed to both bookkeeping and Typing I students without loss of attention and unnecessary interruptions from one when I am working with the other.

DON PHILLIPS  
Buckholts, Texas

### JUNE PROBLEM 2

This is a problem that I have heard discussed over and over again, but no one gives in an inch and no one can quote an authority. Maybe some of you know the correct answer and why.

In typewriting, students are taught to leave space between the various parts of a letter or composition and to have approximately even side margins.

Business teachers argue that these same rules should apply to letters written in longhand. English teachers and almost all elementary school teachers say no. In fact, some even penalize students for leaving space between the inside address and the salutation.

Another phase of the argument is the style of letters and envelopes: blocked versus indented. If it is typed, business teachers say either style is correct, but handwritten material should be indented. Again there is disagreement. The counter-argument

is that up-to-date writing must be blocked.

The points at issue seem very small to us teachers, but it is most confusing to the students who are taught one thing all through elementary school and in English classes in high school and another thing in business classes.

Is there any authority for either the English or business teachers' claims?

SR. MARIE FRANCES, S.S.M.N.  
Mount Saint Mary  
Kenmore, N.Y.

### JUNE PROBLEM 3

I have one problem and one question, both concerning the teaching of shorthand: (1) How does one teach the o-hook so that students do not confuse it with the oo-hook?

No matter how much drill is given on the o-hook, when days or weeks later the oo-hook is taught, some students immediately begin to spell words containing either hook incorrectly. (2) In some of the solutions in "Problem Clinic," it was suggested calling th ith and sh ish. Why? We certainly don't pronounce "that" ith-a-t, or "thought," ith-o-t or "sheep" ish-e-p. Why not give the same sounds to letters and combinations that are taught to primary school pupils in the phonetics classes?

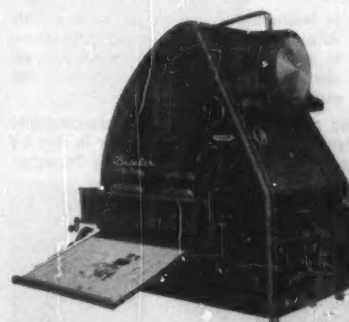
SR. MARIE FRANCES, S.S.M.N.  
Mount Saint Mary  
Kenmore, N.Y.

### MAY PROBLEM

My problem has nothing to do with business subjects, or any subject in particular; instead, it has to do with human relations, and can apply to any teacher in any field. When I first began to teach, a small number of students of a minority group were in my classes. It never occurred to me to treat them any differently than I treated all my other students. The first time the real problem was

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brought home to me was when I corrected a girl for the third or fourth time regarding her typewriting techniques. When she began to cry, I decided to choose only her good points on which to comment until she knew me better and I knew her better. I thought at the time that she was overly-sensitive, but did not concentrate on the idea. I felt I was neglecting some of the real errors she was committing, but felt that I was choosing the lesser of two evils at the time. It was at the end of the semester when I asked for typewritten ideas, suggestions, or criticisms on the class that I realized her true feelings. She wrote, "I felt at first that you picked on me because I am 'different.' I have always felt that I should get the same treatment as every other student in the class." Needless to say, her note shocked me beyond belief.

The second encounter I had with a member of a minority group came when I taught an English class. Each evening the class had certain assignments which were handed in the following day. One boy in the class simply refused to do the work. He was not overbearing or obnoxious; he seemed to be, so far as I could determine, merely lazy. Being new at teaching, I felt that threatening him with a grade would produce results; I could not have been more wrong. After two six-weeks grades of F, I was called on the phone by the boy's mother. I felt that at last I had reached a solution: between mother and teacher, we could produce positive results with the boy. This situation was more than useless. Throughout the entire school year, I received personal visits, telephone calls at the school, personal calls at home, letters through the mail, plus requests for special help for a boy who was "actually very smart, but just doesn't like to do the work you assign." The boy received a final grade of F even after much pressure from parent, students, and other teachers. Even now I wonder if giving a lazy student a failing grade aptly earned was worth the extra time, effort, and emotional strain that such a situation creates.

At the present time I have a student of a minority group in my class. This student ignores the school rule that absences create a penalty, that all missed work must be made up, and that all outside work must be accomplished as assigned. This particular student could easily be an A scholar with only a little effort. However, her grades, because of tardiness in assignments and class attendance, plus careless work, have been brought down to a C level. Repeatedly she asks me to write out detailed assignments for her, many times taking several min-

utes of class time. Usually when I ask her politely to see me after class, the result is the slamming down of books, the jerking off of the typewriter cover, and a banging of the carriage. Repeatedly I answer questions for her which any basic typewriting student could answer (she is in an advanced class), yet never does a class period go by but she motions for me to come to her desk some half dozen times.

Do not misunderstand my statement of the problem. I am only too happy to answer any questions of any student and try to solve any of his problems. I only want to know how I can keep such students from feeling that they are being discriminated against. Am I only to praise a student for work well done, at the same time letting him make errors which any office supervisor could spot hurriedly? Would I not be doing the student more damage if I ignored his errors in technique, behavior, or approach just because he comes from a minority group?

I feel that any student who leaves my class should know how to type rapidly and accurately, hyphenate correctly, and proofread his work without instructions. If we do not abide by these principles, are we not turning out students of the majority race who have been well-trained, while at the same time turning out students ill-trained because they come from a minority race? Would we not be really discriminating in such a case?

Possibly I have reached the point where I can no longer assume an objective attitude toward this problem. If anyone has encountered the same problem and overcome it, I should greatly appreciate hearing the solution.

ANONYMOUS

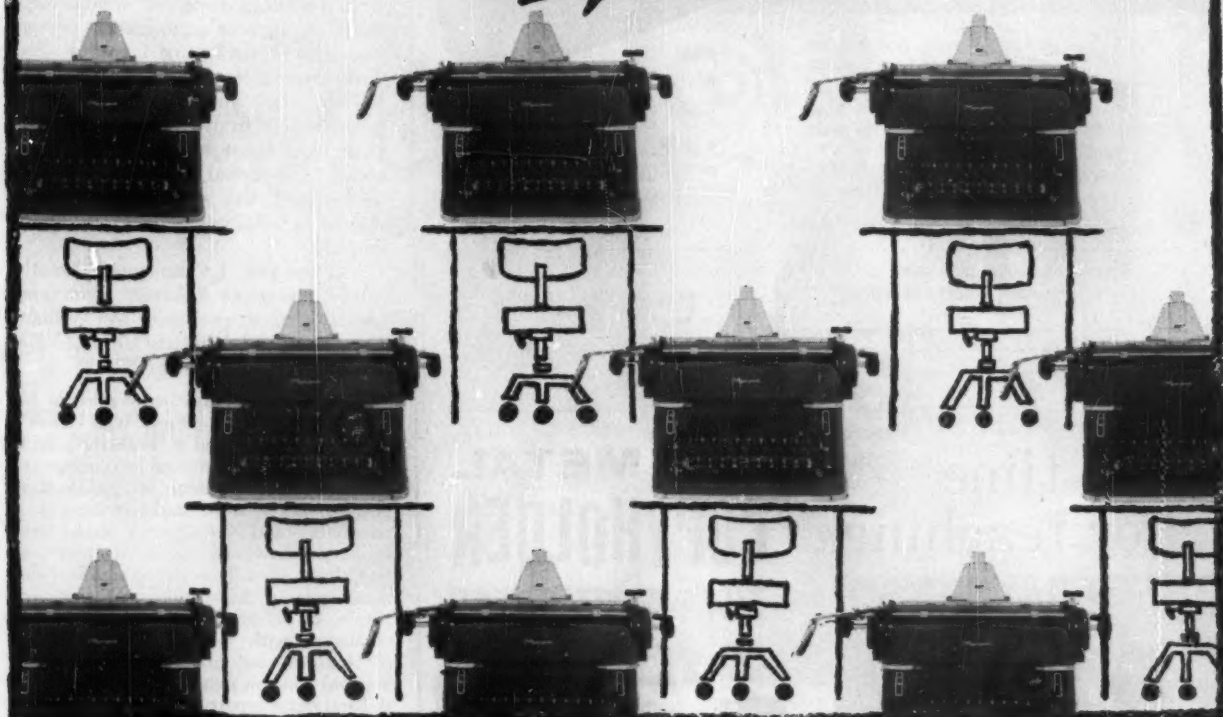
### Suggested Solution

Dear Anonymous:

There seem to me to be six separate problems in your letter: absenteeism, missed homework, tardiness in assignments, carelessness, demanding special attention, and demonstrations of uncontrolled feelings.

My solution would be to find out the "why" behind each of the problems listed. That would necessitate your turning to other members of the faculty for help. For instance, talk to the person in charge of absenteeism to find out why the student is so frequently absent. Various reasons require various solutions, but you must find the real reason. Discuss the problem of homework and tardiness in assignments with the dean of girls, if your school has such an officer. Perhaps this faculty member has information about the girl's character,

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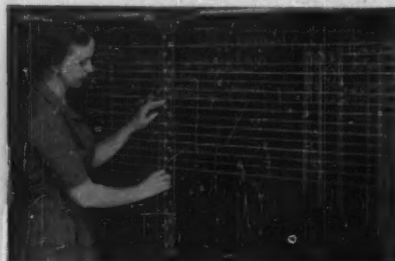
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background, etc. that would give you a lead in your own approach to this student. No one has all the information available about a single student, but others frequently can give us information about facts of a character that we are unaware of, and that if known would help us in our treatment of a student's problems. Carelessness in work—ask her other teachers what kind of work she consistently hands in. If it is always slipshod, careless, inaccurate, then you at least have the satisfaction of knowing that she is not discriminating against you. But again, try to get to the reason why she does careless work. As far as the attention-getting devices and uncontrolled feelings displayed in your class, these are signs of an immature person, one who is really not facing reality. Talk these matters over with the girl herself, after you have obtained all possible help from other teachers. The more you know about the student's social, emotional, and intellectual background, the better equipped you will be to talk knowingly to her about herself.

For the rest, let me quote directly from *Delinquent Behavior, Principles and Practices*, prepared by William Kvaraceus and William Ulrich, NEA publication, 1959, page 52:

Every teacher plays many roles in his school day. He is a person "who knows"; he is a motivator and a "botherer"; he is a guide in the selection of learning activities; he is a mediator of middle-class culture; he is adult authority; he is a counselor; and last, he is judge and evaluator. Obviously some of these are conflicting roles. They may also affect the norm violator as confusing roles. For example, to befriend a delinquent who is entangled with serious and prolonged problems arising from a depressed and inimical home or neighborhood and, then, to hand out a report card which fails him completely and irrevocably is to play the contradictory roles of benefactor and executioner. The teacher's part in helping the delinquent is always crucial and potentially beneficial, but it is never simple and easy. . . . Self-knowledge and personal-emotional adjustment are prerequisites to any job in which one must be the leader who tries to change and improve the behavior of individuals; these are absolutely essential for the teacher, who must work with large groups on a required daily schedule. And always, the teacher must be ready to act to help each of his pupils, with all his professional knowledge and insight. Even when, or especially when, confronted by public apathy, ignorance and hostility, the teacher acts in the best interests of children and youth. His role is to defend and to help, never to attack or to reject.

Perhaps a thoughtful consideration of this quotation will help.

SISTER MARY STEPHEN  
St. Edmond High School  
Fort Dodge, Iowa





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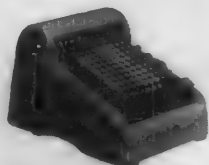
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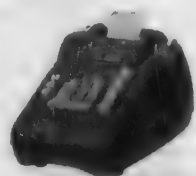
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# How One Student Taught Himself Shorthand

Without a teacher, this young man took dictation at 170 wpm in a few months

**RUSSELL J. HOSLER**

University of Wisconsin, Madison

ONE DAY last year, just at the close of summer session, I had a telephone call from a young man. He had come to Wisconsin to study law and was trying to learn shorthand on the side. He had a copy of volume one of *Gregg Shorthand Simplified for Colleges* and had noticed that I was one of the co-authors. He asked if I could see him. Naturally, I was delighted, and we arranged for a conference the following day.

When he came to see me I was somewhat surprised to learn that he was undertaking shorthand entirely on his own; he had nothing but the textbook, not even a transcript for the shorthand plates. He had never been in a shorthand class and had never written from dictation. In addition, he was working at two part-time jobs that took about twelve hours a day—his law studies were to start with the fall semester.

On questioning him a little more closely, I learned that he was a West Point graduate who had recently completed a three-year assignment in the Army. He told me that he had picked up the shorthand text shortly after getting out of the Army and had been studying it during any free time he could find.

Well, this was all very commendable, I thought, but hardly a likely way to learn shorthand effectively. Nevertheless, I introduced him to some of our graduate students who were in the laboratory at the moment and encouraged him to use any of our facilities he wanted—books, tape recorder, and the like—during the interim between the close of summer school and the opening of the fall semester. Pressed for time on that day, I was able to spend only a few minutes with him. Before long I had pretty much dismissed the incident from my mind.

After school started in the fall, I

saw him around from time to time and naturally inquired about his progress. He told me he thought he was improving and that the tape recorder and various books available were helping him considerably. He was dictating the material to the tapes at appropriate speeds and then playing them back over and over again. He said, though, that it was hard for him to find time to practice much because of his part-time jobs and law school, but he was using his shorthand a great deal in taking lecture notes.

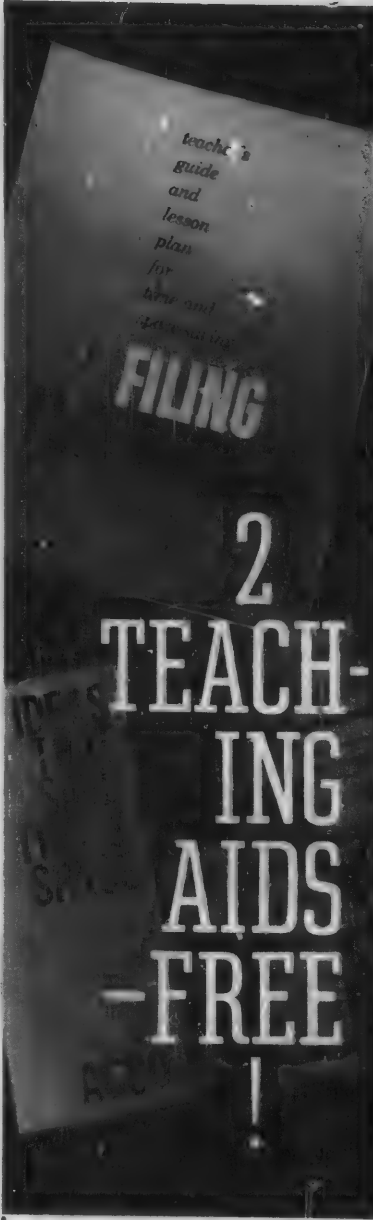
Owing to his very tight schedule, it was impossible for him to enroll in any of the regular shorthand classes, and therefore he continued to study on his own and use the facilities of the lab during the late afternoons.

One day early in January, I decided to learn just how much progress, if any, this young man was making on his own. I arranged to dictate some material to him the following day at a time that was mutually convenient. I started dictating to him at 60 wpm, then at 80 wpm, then at 100 wpm—still, I noticed that he was writing and reading it back with no difficulty at all. I finally moved up to 140 wpm on Congressional Record material. He read back perfectly and faster than I had dictated.

Naturally I was pleased—but amazed—to discover that this young man, entirely on his own, had developed such competence in shorthand. Few of my students in regular classes are able to attain writing speeds as high as he had on his own initiative and by his own efforts. I couldn't help wondering if he would have done as well if he had been in my class.

After discovering the tremendous accomplishment of this young man, I began observing him more closely and have recently worked with him when

(Continued on next page)



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time has permitted, which isn't too often. I find that he now wants to take his first Gregg test at 175 words a minute and eventually write for the 200 wpm diamond pin. I think he will make it.

He has become so interested and enthused about shorthand and its possibilities that he has withdrawn from law school and now is working as an apprentice with a local court reporter and wants to enter the court reporting field—all this because he happened to pick up a Gregg shorthand textbook nine months earlier.

Naturally, this young man is not an average person with average potentiality for shorthand. He is obviously a person with great aptitude and furthermore, one who is greatly motivated.

This case does show, however, that shorthand can be learned without formal class work. As teachers we might want to examine carefully the potentiality of our students; and if we do find some with really outstanding aptitude (and there may be more of these than we think), we should encourage them to work on their own. Modern recording equipment makes this possible to a greater degree than ever before.

Perhaps for the really talented student, the best service that the teacher can render is to get out of his way—let him go.

## LETTERS

### To The Editor:

In your March issue, the article "How to Move from High School Teaching to College Teaching" contains one misstatement which might lead your readers to expect a service from the American Management Association which the Association is not equipped to provide. The article states that the U.S. Employment Service operates in conjunction with the American Management Association in attempting to provide placement assistance. This is not correct; AMA policy prohibits any activity in the placement field.

This is certainly a small error in an excellent article, but we would not want people to expect help which we cannot provide.

RICHARD C. BARTHOLOMAE  
Director of Public Relations  
American Management Association, Inc.  
New York, N.Y.

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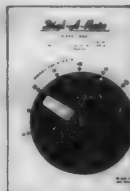
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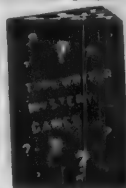
Ideal for shorthand and typing classes. Unconditionally guaranteed for 12 full months of service, and with proper care it should last for years. Has the following features: 7-jewel movement, push-button operation, instantaneous start-stop, time-out button, 30-minute center register. Special purchase from importer enables us to sell this \$21.75 value for \$14.95. (The dictation Dial-A-Rate, the handy computer described on this page, is free with the watch.)

## DICTIONATION RATE COMPUTER



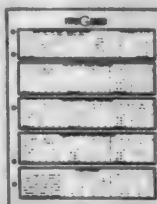
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# Rx

## For Effective SHORTHAND Teaching



ROBERT L. GRUBBS, University of Pittsburgh

### 1. The Daily Lesson Plan in Beginning Shorthand

**S**UCCESSFUL BEGINNING Gregg shorthand teachers have something more than skill in reading and writing shorthand. They have a systematic schedule for teaching and skill building. There is nothing mysterious about their success, and they admit they have no mystic powers. Good shorthand teachers credit their long-range, day-by-day plan for teaching, assigning homework, and building skill for the happy results they achieve.

It's probably foolish to pretend that brilliant success comes to every shorthand teacher with a plan. There is, however, little reason to doubt that the teacher without a plan seldom prospers. Only dismay and failure may be predicted for those who attempt to

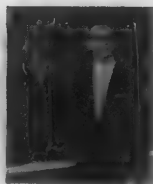
wander through the first semester of shorthand without some orderly calendar of training activities. A system distinguishes the successful teacher.

#### The Sixty-Day Plan

For those who may not have a long-range plan, and for those who are adventurous enough to enjoy trying an alternate plan, the schedule on page 17 has been prepared. It is simply a calendar of teaching, training, homework, and related events employed in what might be described as a continuous reading approach to learning shorthand. To express it in terms of the *Gregg Shorthand Manual Simplified*, it is a timetable for reading and writing Chapters 1 through 9.

The 54 lessons in these chapters, as you know, introduce the learner to the shorthand alphabet, to all the brief forms, word beginnings and endings, and phrasing and give him a sturdy foundation on which to build shorthand writing speed. This is a 60-day calendar for teaching and skill building with these lessons.

Most high school semesters contain approximately 90 days. The extra periods not accounted for in the table should be interlaced with the 60 theory and skill building periods at convenient, comfortable, and practical times for reviewing and testing shorthand skill, and for teaching the myriad of indispensable related learnings that must accompany the short-



hand teaching. The calendar suggests practical intervals in the teaching timetable where one-, two-, or three-day pauses may be made for review and testing. Suggestions for developing effective review and testing procedures will be made in a later article in this series.

### Cycle of Emphasis

The strength of the 60-day plan stems from its cycle of emphasis: Explore the new; build skill on the old. The cycle is effected by utilizing a six-day reading approach that continues throughout the semester. The calendar sets in motion a six-day cycle of repetition—the learners explore each new shorthand principle through reading it in the lesson in which it is presented *and* in the following five lessons before they are expected to write it. Vigorous skill building through dictation and writing of each shorthand principle follows the six-day reading exploration of it.

A cycle interval of six days was chosen because there are six lessons in each chapter of the *Manual*. Following the initial six-day reading approach, after the introduction of limited class writing, students are building skill in class always on that lesson that is exactly one chapter behind the lesson they are reading.

The homework assignments are also dominated by the cycle of emphasis. The table designates both a reading and a writing assignment for home study beginning in the eleventh class period. Following the teacher's presentation of the new principles in Lesson 11 during the last part of the period, the students should explore these new principles by spelling and pronouncing the words in Lesson 11 and reading the connected matter as part of their homework. In addition, they should read and write Lesson 5 in preparation for the vigorous skill building on this lesson that will be an important part of the drill in class period 12. Thus, the homework assignment becomes an integral part of exploring the new and skill building with the old.

The reading-writing pattern per-

meates the entire 60-day plan. The students should always read a lesson six lessons ahead of the one they are writing. In this fashion, any new alphabetic symbol, brief form or other abbreviating principle, and any new phrase will be read in the lesson in which it is presented and in the five succeeding lessons before it must be written as part of class dictation. The entire plan is, as you can see, in complete harmony with the psychological axiom, from simple to complex.

As a general rule, testing should be delayed until mastery is shown. There are, however, convenient places in the 60-day plan to stop the cycle and rest, review, and test. The last lesson in each chapter of the *Manual* is a review or recall lesson. Lessons 6, 12, 18, 24, etc. are review lessons and are, therefore, ideal safety zones for review and testing. Two or three days may be spent in these safety zones, but it will seldom be desirable or profitable to stop the cycle for any longer period. Tests, when given, should be based on those lessons the students have written; never on those that have only been read.

### Introduction to Reading

The teaching objectives in the first ten periods are (1) to help the students extend their ability to recognize individual shorthand symbols and gain skill in spelling words in shorthand, and (2) to help the students learn to read connected matter meaningfully and rapidly. Our calendar, therefore, authorizes no shorthand writing, either in class or outside, for periods 1 through 6 and limited writing only in periods 7 through 10. To attain the objectives set for these periods, the classwork and homework should be confined to chalkboard presentations of symbols and words, and to spelling, pronouncing, and reading drills. The slogan in these periods and the persistent guide to action is, "Keep the students busy spelling, pronouncing, and reading shorthand; and review, review, review."

In the first period, explain why Gregg shorthand is a fast way of writing; that is, it is written according

to sound, it employs abbreviations, and it uses easy symbols. Using the chalkboard, vigorously lead the students in spelling and pronouncing all the symbols and words contained in the first lesson. Challenge them to "holler" louder than you as you point to the symbols and words. Demonstrate how the students should do their homework and assign Lesson 1 for spelling and pronouncing.

In period 2, repeat rapidly everything done in period 1. In the last half of the period, present on the chalkboard and drill thoroughly on all the symbols and words contained in Lesson 2.

In periods 3 through 10, save the last 20 minutes of the class period for enthusiastically teaching the new lesson. Introduce each lesson as an exciting new step in the direction of learning to write faster. Throughout each period, try to build happy anticipation of the new lesson. In period 3, demonstrate the use of the students' transcript in doing the homework; and by all means, if no transcripts are provided for students, preview the assigned lesson with a fast, concerted reading in class. Explain how students can time themselves in reading and how they can compute their reading rates.

As our plan directs, the class period should be divided into two parts—the class drill, and the new teaching. In the class drill section, work vigorously on what was taught yesterday. Class drill should probably always consume at least two-thirds of the time available in the period. Just assume that the students *did not* do the homework assigned for this period. Some of them probably didn't; and instead of harassing them about the results of such neglect, work all the students just as hard as you can in the class drill on yesterday's teaching. The extra effort pays off in happy results.

Do not expect students to grasp the new lesson completely on the day that it is assigned for the first time—they won't. Students will have ample opportunity to get command of the words in a lesson as they read them

(Continued on page 18)

# 60-DAY CALENDAR FOR THE GREGG SHORTHAND MANUAL SIMPLIFIED

Theory Period	CLASS DRILL		Exploring The New	HOMEWORK ASSIGNMENTS	
	Spelling and Reading Drills On:	Dictating and Writing Drills On:		Read Lesson:	Write Lesson:
#1			Lesson 1	1	(none)
#2	Lesson 1	no writing	Lesson 2	2	(none)
#3	Lesson 1 and 2	no writing	Lesson 3	3	(none)
#4	Lesson 1, 2, and 3	no writing	Lesson 4	4	(none)
#5	Lesson 3 and 4	no writing	Lesson 5	5	(none)
#6	Lesson 4 and 5	no writing	Lesson 6	6	(none)
#7	Lesson 6	(limited writing of brief form sentences)	Lesson 7	7	(none)
#8	Lesson 7		Lesson 8	8	(none)
#9	Lesson 8		Lesson 9	9	(none)
#10	Lesson 9	Lesson 3	Lesson 10	10	(none)
#11	Lesson 10	Lesson 4	Lesson 11	11	5
#12	Lesson 11	Lesson 5	Lesson 12	12	6
#13	Lesson 12	Lesson 6	Lesson 13	13	7
#14	Lesson 13	Lesson 7	Lesson 14	14	8
#15	Lesson 14	Lesson 8	Lesson 15	15	9
#16	Lesson 15	Lesson 9	Lesson 16	16	10
#17	Lesson 16	Lesson 10	Lesson 17	17	11
#18	Lesson 17	Lesson 11	Lesson 18	18	12
#19	(Review) Lesson 18	(Test) Lesson 12	Lesson 19	19	13
#20	Lesson 19	Lesson 13	Lesson 20	20	14
#21	Lesson 20	Lesson 14	Lesson 21	21	15
#22	Lesson 21	Lesson 15	Lesson 22	22	16
#23	Lesson 22	Lesson 16	Lesson 23	23	17
#24	Lesson 23	Lesson 17	Lesson 24	24	18
#25	Lesson 24	Lesson 18	Lesson 25	25	19
#26	Lesson 25	Lesson 19	Lesson 26	26	20
#27	Lesson 26	Lesson 20	Lesson 27	27	21
#28	Lesson 27	Lesson 21	Lesson 28	28	22
#29	Lesson 28	Lesson 22	Lesson 29	29	23
#30	Lesson 29	Lesson 23	Lesson 30	30	24
#31	(Review) Lesson 30	(Test) Lesson 24	Lesson 31	31	25
#32	Lesson 31	Lesson 25	Lesson 32	32	26
#33	Lesson 32	Lesson 26	Lesson 33	33	27
#34	Lesson 33	Lesson 27	Lesson 34	34	28
#35	Lesson 34	Lesson 28	Lesson 35	35	29
#36	Lesson 35	Lesson 29	Lesson 36	36	30
#37	Lesson 36	Lesson 30	Lesson 37	37	31
#38	Lesson 37	Lesson 31	Lesson 38	38	32
#39	Lesson 38	Lesson 32	Lesson 39	39	33
#40	Lesson 39	Lesson 33	Lesson 40	40	34
#41	Lesson 40	Lesson 34	Lesson 41	41	35
#42	Lesson 41	Lesson 35	Lesson 42	42	36
#43	(Review) Lesson 42	(Test) Lesson 36	Lesson 43	43	37
#44	Lesson 43	Lesson 37	Lesson 44	44	38
#45	Lesson 44	Lesson 38	Lesson 45	45	39
#46	Lesson 45	Lesson 39	Lesson 46	46	40
#47	Lesson 46	Lesson 40	Lesson 47	47	41
#48	Lesson 47	Lesson 41	Lesson 48	48	42
#49	Lesson 48	Lesson 42	Lesson 49	49	43
#50	Lesson 49	Lesson 43	Lesson 50	50	44
#51	Lesson 50	Lesson 44	Lesson 51	51	45
#52	Lesson 51	Lesson 45	Lesson 52	52	46
#53	Lesson 52	Lesson 46	Lesson 53	53	47
#54	Lesson 53	Lesson 47	Lesson 54	54	48
#55	(Review) Lesson 54	(Test) Lesson 48	Lesson 55-57*	55-57*	49
#56	Lesson 55-57*	Lesson 49	Lesson 58-60	58-60	50
#57	Lesson 58-60	Lesson 50	Lesson 61-63	61-63	51
#58	Lesson 61-63	Lesson 51	Lesson 64-66	64-66	52
#59	Lesson 64-66	Lesson 52	Lesson 67-70	67-70	53
#60	Lesson 67-70	Lesson 53	Review & Test	Review	54

\*Lessons 55 to 70, Chapter 10, are short review and integrating lessons. Because they are quite easy, three lessons have been

scheduled for each day. They may be assigned on another basis, or not assigned at all, with no dreadful results.





over and over again in the six-day reading-before-writing cycle. Except for the rest stops for review and testing, try to stick to the calendar.

### Introduction to Writing

An anticipated phenomenon occurs in about the seventh or eighth period—students get bored with the spelling and reading routine. They are ready for bigger things. This is the appropriate time to begin writing.

For the introductory writing efforts, use sentences made up of brief forms with strokes going upward, downward, and to the right. The following sentences, and similar ones, are ideal:

1. It would go. Would it go well? It will go in an hour. Which ship will go? Which ship will go in an hour?
2. I can go. I cannot go. He can go. He cannot go. He can go well. I cannot go in an hour. He can go in an hour.
3. I cannot go in a ship. He cannot go in a ship in an hour.

Before dictating, demonstrate how to write in a shorthand notebook and how to hold the pen. Write two or three sentences on the board in shorthand and have the students read them aloud in concert. Employing a light, clipped tone to speed up the writing, dictate the sentences interspersing voice cues to the action in writing. That is, say "*upward, would,*" "*wing to the right, go,*" "*downward, which,*" and similar guides to the direction of the symbols the students are writing.

Keep the first writing sessions brief, never more than ten minutes. Prevent, in whatever way you can, pen-pinch and other evidences of nervous tension from developing. Assign no writing homework until the calendar calls for it. All writing should be done in class under the helpful supervision of the teacher until correct writing habits can be initiated.

In period 10, during the class drill session, have the students read Lesson 3 aloud and in concert. Let them copy it in their notebooks as you dictate all of Lesson 3 to them. Before the dictation is begun, however, explain to them how they should keep one eye on the shorthand plate, another on their own notes, and the third eye on

you as you place interesting outlines (don't call them difficult) on the board while dictating. Stop the dictation at a practical point, have the students spell and pronounce the outlines you have placed on the board, and redictate. Teach Lesson 10.

In period 11, follow a similar reading and dictation procedure with Lesson 4. At this point, the dual homework assignments begin. Explain the pattern of the assignments and demonstrate how you want your students to do the writing lesson in each day's assignment. Teach Lesson 11 and assign for homework: Read Lesson 11, write Lesson 5.

And so the cycle begins. Read the new; read, write, and drill on the old; test when mastery is shown. It's an exciting cycle. With every turn, students move nearer their semester goal of establishing a solid foundation of shorthand reading and writing habits. It's downright work, building this good foundation, but with it, writing speed and transcription skill are easily acquired. The results justify the effort.

### Twelve Tips to Smooth the Way

You'll find that the first shorthand learning cycle moves easily, but a few little things you can do will take what bumps there are out of the path. In the early periods, when the teaching objective is to build symbol recognition and spelling skill, chalkboard work is critically important. The following suggestions may help:

1. Always place the shorthand symbols at the top of the board and the outlines using them underneath.
2. Spell the words aloud as you write them in shorthand on the board. Have your students pronounce each word immediately after you have written it.
3. Stop writing for a spelling and pronouncing drill after six to nine outlines have been placed on the board and recognized by the students.
4. Spell and pronounce the outlines the first time in the order they were written. Continue the drill by pointing to outlines at random.
5. Press for frequent and rapid

coverage rather than slow and careful coverage in spelling sessions. Frequent and rapid coverage heightens interest and attention. Both are essential.

6. In the first few periods, be the loudest speller and pronouncer in the room. Students learn to spell and pronounce best by vocalizing. As beginners, they are understandably reluctant to be vocal; they have never been permitted to shout in the classroom before. They will need, appreciate, enjoy, and follow your leadership. It's hard on the voice, but it's necessary. Use a short, clipped voice; it will speed them up.

7. Keep two boards going at the same time. No matter how small your chalkboard may be, divide it in half (like a shorthand notebook) so that you have two boards. When you have filled both boards, have students spell and pronounce the words on one while you are erasing the other.

8. Make sure students watch you write the outlines on the board so that they see in which directions they are written. Never prepare the shorthand board before students come to class. They learn best by observing and imitating you. They must see you in action.

9. Write your words four or five to a line rather than in a column. Shorthand, like longhand, is always written and read from left to right.

10. If you add any words to the lists that are in each of the text lessons, make sure that they are short, involving not more than two or three shorthand symbols.

11. If there are brief forms in the new lesson, teach them at the beginning of the period. Place them near the top of the board. In this position, they can be retained and read and reread by the class at frequent intervals throughout the period. Do not spell brief forms or phrases; pronounce them.

12. Keep the students hustling. Remember this: If they aren't spelling, pronouncing, or reading shorthand, they aren't learning shorthand; and that's what you are all there to do. (Next Month: The Daily Lesson Plan)

**E. L. MARIETTA**

Michigan State University, East Lansing

**IVAN STRINGER**

**RUSSELL JACOBS**

Bay City (Mich.) Central High School

**S**OMETHING had to be done. We did not have enough space available to schedule nine classes of beginning typewriting with 32 students in each class. But almost 300 students in the ninth through twelfth grades wanted to elect typewriting as one of their regular classes.

There was just one possibility—we had a large room, 30 by 66 feet, that had formerly been used as a study hall; we could use that space.

Ninety-five students in each section of beginning typewriting! Could we teach typewriting with classes this large? How could each student get the individual attention he needed? Would such a class be unmanageable?

We decided that the only way to

answer these questions was to try such classes. Our main purpose was to give all students an opportunity to learn typewriting. Other considerations were: the possibility of conserving teachers' time—one class of 95 students instead of three classes of 32 students; our budget simply did not provide for an additional one-and-a-half teacher assignment; we could save by teaching larger classes.

Two of us volunteered to teach these experimental classes last school year. To help Mr. Stringer with his two sections and Mr. Jacobs with his one, two externs (student teachers) and one instructional secretary from the school office were assigned as assistants. The two student teachers were to help with the teaching duties as well as with the clerical roll taking and paper grading.

The classroom itself has excellent fluorescent lighting, entirely adequate for a typewriting class. A public address system with three well-located speakers in the ceiling helps in giving instructions and managing the class

and enables all students to hear clearly. The ceiling has acoustical tile that helps quiet the room.

All typewriters in the room are of one make, two models. Each student has a "standard" typewriter desk and chair, and each desk is provided with a copyholder.

The typewriters and desks are numbered like theater seats. The horizontal rows are lettered, with row A in front, row F at the rear. From left to right the desks and machines are numbered from 1 to 16. These numbers, 1A through 16F, are used by the students to identify their papers. They also assist the repairman when he is called to adjust a certain machine.

In a new teaching situation such as this, problems—both anticipated and unexpected—arise. Some are easy to solve, some seem impossible of solution.

The physical size of the classroom precluded the use of visual aids. Also, in this large class, some of the

*(Continued at bottom of page 38)*

## 95 Students Learn to Type in One Room



## PROBLEMS IN A

WE HAVE embarked on a new decade, one in which we need to give careful consideration to the problems that will face us almost daily. Because business education has always enjoyed a healthy enrollment, we who are actively engaged in this field have had a tendency to become complacent. Many of our problems of the fifties have not yet been solved and will have to be reckoned with in the sixties. Business educators need to be made aware of these problems and given the resources to meet the challenges.

Let's look at some of the important problems that confront us in this decade.

#### Lack of Vocational Funds for Use in Business Education

Even though other fields of vocational education receive a sizeable amount of Federal and state funds for the operation of their programs, business education receives an insignificant amount of funds from both sources. The situation is slowly being improved with (1) the addition of a specialist in Vocational Office Occupations to the staff of the United States Office of Education late in 1959; and (2) the use of state vocational funds for the vocational business education program in at least seven states, according to available information.

#### Business Education Curricula in Universities and Colleges

During the past several years, four of Pennsylvania's institutions of higher education have either dropped the business education curriculum or have decided to drop it in the near future. Last year a well-known university in the Midwest deactivated its business education program. This is embarrassing not only to the institutions involved but also to the students. In order to prevent such incidents, before a college or university is approved to offer a business education curriculum, it should be made aware of (1) the somewhat limited demand for business teachers; (2) the amount of equipment necessary to train these teachers

(financially it would be hard to justify the purchase of a large amount of equipment at a small college unless a large percentage of the institution's enrollment was interested in business education); and (3) the large number of institutions that are presently approved to train business teachers.

Then, too, there is an increasing pressure, especially on the university level, to cut back course offerings in shorthand and typewriting. The Gordon-Howell Report on *Higher Education for Business*, which was issued in 1959, recommends the elimination of secretarial offerings on the collegiate level. These recommendations have not yet been implemented; but let's remember, "Where there's smoke, there's fire." A prominent university in the western part of the country now offers shorthand and typewriting without credit. This could be the start of a trend toward such a cutback.

Still another problem facing business education on the university and college level is the seeming isolation of professors from the problems of the secondary school business education teacher. Some means should be adopted by institutions of higher learning to enable their professors in the field of education to return periodically to secondary teaching.

#### Preparation of Teachers

Although business education teachers are training students for office and store jobs, it is sad but true that many of the teachers have had no practical working experience themselves. To add to this complication, the graduate program of business education teachers is centered primarily in education rather than in economics or business administration courses. It would be a distinct advantage for business education teachers to have faced some of the situations that will confront the tyro in the business world.

#### Research

Too much of the research in business education is not only unrealistic but time consuming. We are guilty of



# NEW DECADE

**WILLIAM SELDEN**

Consultant, Business Education  
Pennsylvania Dept. of Public Instruction

sending out too many questionnaires and not doing enough in the way of experimental research and preparation of case studies. The business world, with its many facets, is practically virgin territory to business educators who are interested in research. Frank Liguori's doctoral dissertation on *Problems of Beginning Office Workers* is the type of research that graduate students should be encouraged to do.

## Planning of Physical Facilities

In many newly constructed schools, the plans and specifications for the business education department have been neither adequate nor realistic. For instance, many typewriting rooms have been planned without an installation of electrical outlets for electric typewriters, and office practice rooms have been planned without a wash basin and adequate chalkboard space. Bulletins setting forth standards for equipment and layout developed by state departments of education in California, New York, Pennsylvania, and Virginia have helped to rectify this situation.

## Equipment

In comparing the equipment used in office practice and typewriting classes with that in business offices, we find that it is often inadequate, sometimes obsolete. Office practice classrooms usually do not have enough transcribing and/or other machines, and very few have key-punch machines. Also, schools are not keeping pace with industry in terms of the ratio of electric typewriters to manual typewriters available for student use. It is increasingly important that we have up-to-date office machines and typewriters if we are to prepare students adequately for work in the automated office of today and tomorrow.

## Class Size

High school classes in office practice, shorthand, and typewriting could be considered the purest type of vocational education. It is important that the size of these classes be restricted

because they are taught on a laboratory basis and require individual attention. Authorities generally agree that not more than 24 students be scheduled for an office practice class and not more than 32 for a typewriting class. Some administrators have an idea that 70 or 80 students can be accommodated in one typewriting class and 40 students in one office practice class. The quality of instruction in these subjects is reduced considerably when classes of this size are scheduled.

## Variation in Course Titles

Perhaps more than in any other field, there is confusion in the titles we give to our different subjects. For instance, the twelfth-grade office practice course may be called secretarial practice, secretarial office practice, clerical office practice, or business machines. The tenth-grade general business course is sometimes known as junior business training, introduction to business, basic business, business survey, or business training. Then, too, what is the difference between business economics, consumer economics, and consumer education? This multiplicity of course titles has aroused the criticism of many school administrators.

## Grade Level of Subjects

Because ours is a migratory population, most districts have students who enroll in one senior high school after having started the school year in another community. This emphasizes the need to teach business subjects on the same grade level in all schools, and fortunately there is evidence that this objective is slowly being attained. General business is moving from the ninth to the tenth grade; business mathematics (in Pennsylvania, at least) is a tenth-grade subject; bookkeeping and shorthand are usually started in grade eleven; and business English, business law, and office practice are decidedly twelfth-grade subjects. Typewriting shows more variation than the other subjects, but it now appears that a majority of

schools are teaching first-year typing to vocational business students on the eleventh-grade level.

## Communication

Business education teachers do not have an understanding of what teachers in other areas are doing because they have not been informed of trends and developments in the academic area and in other vocational areas. By the same token, business educators have not fully informed administrators and other subject-matter teachers about their programs. Too often teachers on the secondary level are too engrossed in their own subject areas to see the need of other areas. Each subject has its place in the education of the student; each subject is a segment of the whole; each subject is needed to give our boys and girls the knowledge necessary to make them well-rounded citizens.

## Articles in Professional Non-Business Education Publications

Business education magazines publish some excellent articles. However, school administrators seldom have an opportunity to read these magazines because of time limitations and because the magazines are not brought to their attention. Therefore, a concentrated effort should be made to encourage publications such as the *NEA Journal* to carry more articles in our field. A vice-principal in one of the large schools in Pennsylvania, formerly a business education department head, suggests sending one out of four business education article manuscripts to a magazine other than a business education publication.

## Unrealistic Counseling

The business education curriculum is not enrolling its share of the better students. I recently learned of one school where those students in the upper 15 per cent of their class who had enrolled in the business curriculum were called into the counselor's office and asked to switch to the

(Continued on page 39)

## MODERN PLANNING

# AT DEL MAR COLLEGE

**JEAN RICHARDSON**  
**MRS. G. C. LETCH**

Del Mar College, Corpus Christi, Tex.

**W**HEN the Division of Business and Economics of Del Mar College, Corpus Christi, Texas, moved into new quarters in January of last year, the faculty firmly believed that the ultimate in facilities for secretarial training had been achieved. Two years of planning had gone into the final layout.

Time and use have confirmed their belief. Few, if any, mistakes were made. Our quarters are functional, comfortable, convenient, and attractive.

The instructional area includes three typing rooms, a shorthand lecture room, a shorthand dictation lecture laboratory, four general-purpose lecture classrooms, a business machines training classroom, three accounting rooms, and five offices.

The secretarial section is unusual in that the classrooms are grouped together so that one instructor can, if necessary, supervise as many as four classes. The shorthand lecture room and the three typing rooms adjoin and are divided by glass partitions with draperies, which can be drawn for privacy in one or more classes or can

be pulled back to make one big classroom. Also, the dictation listening lab is separated from the shorthand lecture room by glass with draperies. Shorthand students have access to any of the typing rooms adjacent to the lecture room. Soundproofing eliminates disturbing noises between rooms.

Instructors' offices, at the rear of classrooms, are glass-enclosed to make for privacy without loss of effective supervision.

One lecture classroom and three accounting rooms have raised platforms running the full length of the front, elevating the teacher into easy view of all students; and blackboards are raised correspondingly.

Facilities include two three-speed record players and six tape recorders. Overhead projectors are available for use with instructional material in accounting and bookkeeping. Accounting rooms have standard work tables for students and elevated L-shaped shelf tables at the rear, equipped with six or seven adding machines.

The building is air conditioned, and the light is never less than 120 foot-candles at floor level—an extremely desirable feature.

The central office for the division includes two administrative offices, reception and waiting room, storeroom, and teachers' lounge.

**BUSINESS MACHINES TRAINING ROOM** has 25 Brunswick business machine desks, each with an electric outlet in the floor to prevent having hazardous cords strung about. Equipment can be doubled in this

room when necessary. Adjoining storage room provides ample shelves and cabinets for teaching materials and space for machines not in use. Large machines are mounted on rolling stands.





**DICTATION LISTENING LAB** has 20 desks with headphones. The student may select dictation practice material at four different speeds from four stations; the material is relayed into the lab on recorders using Gregg Dictation Tapes. Two speakers play into the lecture room for class dictation practice. These tapes are invaluable for taking care of individual differences and varying levels of speed. In dictation and speed-building classes, the largest number of students at any given speed remain in the classroom to write with tapes best suited to their needs. This frees the instructor to write with the students at the blackboard or to cruise about the room, spotting

students who need further help. While this group is writing from the tapes in the classroom, the others go into the dictation lab, where they have a choice of speeds varying at least 40 words a minute. For instance, one class had a speed spread from 80 to 160 wam. The largest group remained in the classroom for practice with tapes ranging from 80 to 100 wam. A group working between 100 and 120, along with two girls working between 140 and 170, went into the lab, where tapes ranging from 100 to 120 took care of the group, allowing the two very advanced students to work with our fastest tapes—which challenge them to raise their speed to 170 wam.

**TYPING CLASSROOMS:** Each of three typing rooms has 25 adjustable typewriter desks and electric outlets for the desired number of electric machines; the circuit is controlled by a master switch in the instructor's office. All desks have copyholders and individual clocks, supplementing the master clock. The typing area is also equipped for instruction in duplicating and machine transcription (ten Stenorettes on roll-around stands). Ample storage space is provided by built-in cabinets and metal filing cabinets, located at the rear.





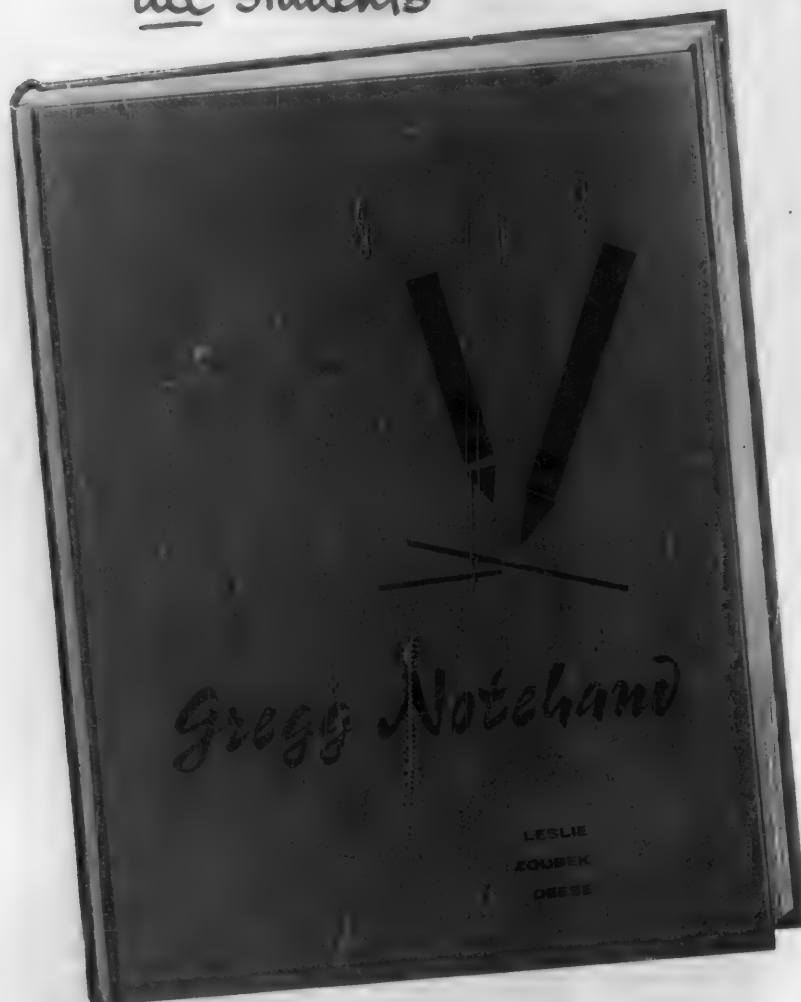
Introducing... a new learning  
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notes



GREGG NOTEHAND

*facilitates ....*

**NOTEMAKING • OUTLINING  
PRECISING • RESEARCHING  
REVIEWING and PREPARING  
for EXAMINATIONS, and  
ORIGINAL WRITING**

### From the preface . . .

"GREGG NOTEHAND was written to meet the need that educators have long recognized in making intelligent, meaningful reading and from listening. Psychologists know that the process of making notes is greatly to learning and remembering, dealing with study habits and techniques written in which the importance of notes is emphasized. These books, however, little or no help in the actual processes of notemaking. It is the purpose of this book to provide this help . . ."

- IMPROVES LEARNING
- EXTENDS RETENTION
- INCREASES STUDY EFFICIENCY

through EFFECTIVE TECHNIQUES of

- LISTENING • READING • NOTEMAKING

*Write for illustrated*

**A NEW, UNIQUE CONTRIBUTION TO GENERAL EDUCATION**

# Gregg Notehand

by

LESLIE-ZOUBEK-DEESE

Shorthand with Integrated Instruction in How to Make Notes

**GREGG NOTEHAND** is a textbook integrating instruction in the techniques of making notes using a quick, easy-to-learn brief writing system based on the simple alphabet of Gregg Shorthand.

## GREGG NOTEHAND PROVIDES . . .

- a simple set of notemaking principles designed to help the student learn more and faster; to help him remember more and remember it longer; to help him study more efficiently
- a brief, easy-to-learn writing method—a simple adaptation of Gregg Shorthand the system written by millions of people: secretaries, court reporters, business men and business women. GREGG NOTEHAND consists essentially of the Gregg alphabet and a few abbreviating devices.
- specific time-saving notemaking techniques that will enable the student to use GREGG NOTEHAND to the best advantage in making notes from reading and from listening, and in doing original writing.

## WHERE will GREGG NOTEHAND be taught?

It will be taught in secondary and collegiate schools, and in many adult classes.

## WHO will study GREGG NOTEHAND?

All academic students can profit from the study of GREGG NOTEHAND. It will be especially valuable to college-bound students. Because of its general educational objective, it will appeal equally to boys and girls.

College students at all levels, including non-secretarial majors in schools of business.

## WHAT is the "speed objective" of GREGG NOTEHAND?

GREGG NOTEHAND is NOT intended as a vocational skill tool; consequently, it will not be taught with a words-a-minute goal. It is NOT designed for vocational training or verbatim dictation speed.

## IS GREGG NOTEHAND an introductory course for vocational shorthand?

NO, GREGG NOTEHAND has the specific general education objective of improving study and learning, through improved reading and listening, and discriminate notemaking. It is NOT recommended for the prospective secretary.

Designation and sponsorship of the course will vary. In some instances it may be sponsored by the business education department but restricted to non-shorthand students; in others it may be sponsored by departments other than the business education division.

It might be called "Techniques of Notemaking." If coupled with a one-semester course in personal typing, the combined course might be designated "Techniques of Personal Typing and Notemaking."

Gregg of McGraw-Hill

New York 36: 330 West 42 Street  
Dallas 2: 501 Elm Street

San Francisco 4: 68 Post Street  
Chicago 46: 4655 Chase Ave., Lincolnwood

# The Merchant's View Reports on Business

A Glance at the Retailing Picture  
Survey Finds Continued  
Business Still STORE TRADE  
At High Level SLIGHTLY IN WEEK  
Bank Sees More RAILWAY FREIGHT  
Orders Up in TOPS 1959 LEVEL  
Business is still on a relatively high level  
Federal Reserve  
This Week's Business  
During the week, eleven new orders at 12.7% above the level of affected U. S. RAIL AID  
Issues brought which \$2.3 billion of  
ORDERS FOR STEEL  
TERMED ERRATIC  
F.T.C. IS FINISHING ITS PAYOLA INQUIRY  
But State Fiscal Inquiry Finished  
WASHINGTON, AUG. 7 (AP) — The deficit in the PAYMENTS BALANCE  
DEFICIT CUT  
CHECK CLEARINGS  
SPEEDED UPSTATE  
State Denies Rises  
To Blue Cross Now  
BUSINESS LOANS  
RISE 66 MILLION  
CITY'S PURCHASES  
FOUND WASTEFUL  
STORM IS COSTLY  
Homes and Businesses Hit by Cloudburst and High Winds

## To Teach Economic Literacy Use News Items

**ALARMED AT POOR ECONOMICS TEACHING** ran the headline in a metropolitan paper; and the news account that followed pointed up the void in the minds of many young persons as far as simple economic understandings are concerned. In substance, the report went as follows:

A member of a university English faculty, who was concerned about the depth of economic understanding displayed by members of his classes, asked a group of 80 freshmen to define capitalism. The responses dismayed him. Almost all of them not only called capitalism a form of government, but they also thought it an evil and dangerous form of government. Samples of their responses were quoted:

"Capitalism is the extreme dictator form of government."

"Capitalism is the extreme measures that are taken by a group, country, or even a single person. . . . It can be dangerous if allowed to

spread into the wrong hands."

"Capitalism . . . is on the order of communism. The capitalists rule or control the people unfairly. They tell them things that aren't true."

For years, forward-looking business educators have urged business teachers and their administrators to offer courses in social business subjects that would impart understanding about economic matters to high school youngsters, many of whom leave school with ideas like those quoted.

Political strength grows out of economic strength; recent wars and other world events have testified to this. If America is to maintain a position of influence in the world, it must be strong economically. Economic ignorance of the kind indicated by these quotations is not conducive to the kind of base from which economic health spreads.

Economics as such is offered in relatively few high schools. But no high school can afford to graduate

seniors as ill equipped with business and economic information as those whose statements I have quoted. It is a simple matter for the business teacher with a reasonable curiosity about the news of the day to give students a practical understanding of this subject. Illustrations of economics at work are to be found in countless newspapers, magazines, journals, broadcasts, bulletins, and the like. Properly interpreted, they provide a rich and endless source of economic experience in the day-to-day affairs of human beings.

Economics need not be a mystery; it should not even be theoretical for high school youngsters. It need not be dry or boring—it is a story of present-day people and businesses, of the forces that impinge on them now. Let the theory of economics be relegated to the colleges, where students may learn *why* it works; it is enough for high school youngsters to learn *how* economics works. Let me describe a practical approach that



I have used in classes composed mainly of college freshmen. It can work—and has worked—equally well for high school students.

Stated simply, economics is the study of business systems by which various peoples fill their needs for goods and services. The system adopted by America is called capitalism. What is this system that has provided us with a standard of living that is the envy of the rest of the world? How shall we define it in order to have a base on which to build real comprehension?

A simple and practical working definition found in Glos and Baker's *Introduction to Business* (South-Western Publishing Company) is: "Capitalism is an economic system in which individuals, with comparative freedom from external restraint, produce goods and services for public consumption under conditions of competition and with private profit or gain as the principal motivating force."

By itself, a definition like this one may have little meaning for some students. It will, however, provide a skeleton on which to develop real understanding if each segment is illustrated to give it meaning.

In clarifying the definition, a news item that appeared in the finance section of *Time* several years ago serves as a good beginning.

#### **DOTTIE'S DOUGH\***

Until she broke her leg in a fall last year, Mrs. Dorothy Ferguson, 39, of Greeley, Colorado, liked to putter about the kitchen . . . occasionally whipping up a batch of cookies for her husband and two daughters. By last week Housewife Ferguson had become the busiest, most prominent businesswoman in Greeley (pop. 20,000) and dozens of her neighbors were in business with her.

While waiting for her fracture to heal, Dottie Ferguson got to thinking "what a wonderful thing it would be if you could just go to the refrigerator, haul out a package of dough and bake the cookies."

With plenty of time on her hands she began to experiment with freezing cookie

dough. After hundreds of different experimental batches, Dottie finally hit upon the right formula, hobbled over on her crutches to Grocer Dale Smith and sold him a boxful. Grocer Smith was soon selling as many boxes as Dottie Ferguson could turn out. She invested in a larger mixer, then in a battery of mixers that crowded her kitchen and basement. But still she could not keep up with the pile of orders.

Dottie Ferguson and her husband Frank incorporated the cookie-making venture as Dorothy Ferguson, Inc., issued 60,000 shares of stock and began selling it at \$2 a share. Greeley townfolk . . . bought the stock. Soon Dottie's Quickie Cookies grew so big that Frank had to leave his job . . . to devote all his time to managing the plant and designing special equipment for freezing the dough. In July the Fergusons moved into a new \$16,000 plant with a capacity of 1,000 dozen packages an hour.

. . . To expand distribution (now in Chicago, Colorado, Nebraska, Wyoming) and promote new products (e.g., short-cake), her major stockholders last week voted to reorganize as a \$300,000 corporation, exchanging for five shares of the old \$2 stock, 12½ shares of new \$1 stock. Says Baker Ferguson, who expects to gross \$60,000 this year: "We had the most interesting little business when we started, and we all had a lot of fun with it—that was all—and look at us now!"

Here is a made-to-order illustration of the type of enterprise that capitalism fosters. Here is a first-hand account of an individual who, with comparative freedom from outward restraint, undertook to produce a useful commodity for consumers, under conditions of competition with other food products, hoping to profit from the effort. We assume that she profited from the development of the idea; and, as a consequence of her enterprise, consumers have one more convenience that has contributed to their steadily rising standard of living.

This is how capitalism works. It has provided the incentive that has resulted in the highest standard of living the world has ever known. It has prompted the growth of a productive capacity that has, until recently at least, enabled our nation, with only about 6 per cent of the world's population, to produce rough-

ly 50 per cent of the world's manufactured goods. It has provided the "arsenal of democracy" with which two world wars have been won during the twentieth century—the last of them a global war.

Capitalism is not a form of government, it is a system of economy. It is not "on the order of communism," it is a system that rewards initiative and enterprise. The very climate of capitalism brings to the surface of society the latent talents, the inventiveness, creativeness, and genius of individuals and prompts the translation of their ideas into useful commodities and services. This climate also constantly stimulates the competitive improvement of goods and services already in existence.

The news item quoted does more than a dozen definitions could do to help convey the real meaning of the term "capitalism." Most newspapers and news magazines carry similar accounts.

When the general nature of the term "capitalism" is thus understood and appreciated, teachers would do well to analyze the definition and illustrate its parts. We can find enough good illustrations in the news from time to time.

#### **What About Restraint?**

For instance, the phrase "with comparative freedom from external restraint" should be explained and illustrated. To the extent that there is external restraint, what form does it take?—government regulation, for the most part. Business does not operate in a vacuum, but in an organized society in which the economic environment has been crystallized into rules of law that determine the operation of business to a certain extent. Left to their own ethics, some businessmen would take advantage of the public rather than serve it. Newspapers and magazines carry frequent accounts of investigations, indictments, injunctions, or judgments resulting from questionable or illegal business practices.

A clipping taken from my hometown newspaper serves to illustrate what kind of restraint is sometimes imposed. The headline reads: "MAJOR SPORTING GOODS FIRMS FINED ON TRUST CHARGES." In part the account runs:

"U.S. District Court Judge Michael J. Igoe has found five major sporting goods firms and six of their officials

If students are on the alert for news items from newspapers, magazines, radio, and TV, they'll see how economics actually operates

JAMES F. GIFFIN, Eastern Illinois University, Charleston

## NEWS ITEMS (continued)

guilty of violating the Sherman Anti-Trust Act.

"Igoe handed down his decision late Monday. The firms had been indicted June 30 by a Federal grand jury on charges of conspiring to monopolize the market in golf clubs.

"The defendants had pleaded no contest.

"The firms are . . ."

My file of clippings produces another news item, taken from *Consumer Reports* recently, that lists and describes criminal convictions under the Food, Drug and Cosmetics Act. It also holds clippings that carry accounts of a business executive who was deeply involved with the Federal government for refusal to withhold and remit Federal income tax of employees, and of a farmer who was similarly involved for refusal to pay the penalties that had accrued when he failed to comply with grain acreage allotments. Illustrations like these are not vague generalities. They are practical, living examples that convey meaning.

In the definition of capitalism that I quoted, the statement "under conditions of competition" will require, first, an explanation of the function of competition. Its operation will be more understandable for youngsters if they are given some actual examples of competitive pressure involving large industrial concerns as well as small or medium-sized neighborhood businesses. Newspapers and news magazines carry frequent accounts of losers in the competitive race. Two such reports, drawn at random from my file, are:

- A newspaper account that begins:

"Two of the nation's oldest magazines, *Collier's* and *Woman's Home Companion*, are going out of business.

"Heavy financial losses was cited as the reason . . ."

- A magazine account that reads:

"The holder of the oldest name in automatic washers tossed in the towel last week. Bendix Home Appliances, which brought out the world's first automatic washer in 1937, will be sold . . . by Avco Manufacturing Corporation to Philco Corporation. Avco also said it will close its money-losing Crosley appliance business . . ."

The reasons given for Avco's retreat from appliances were increas-

ingly severe competition, extreme over-capacities, rampant price cutting, and rising costs of labor and materials.

If properly interpreted, items like these will leave little room for misunderstanding in youngsters' minds.

But so far we've talked only of capitalism. What can be done about the many facets of economic understanding that will inevitably become a part of their day-to-day existence, such as insurance, loans, taxes, inflation, personal finance, transportation, and the like? These matters, too, are dealt with in newspapers and news magazines, which often carry good problem materials as well.

A clipping file may hold, for instance, newspaper ads of personal loan companies. Such ads provide excellent devices for teaching youngsters how to compute effective interest rates as compared with announced rates. It may contain a report of the rise in the cost of living, together with index figures (a natural for teaching the meaning of inflation); an account of the oversubscription of Ford Motor Company stock when it was placed on sale a few years ago (a good spur to curiosity about corporate ownership and securities—matters that are virtually a mystery to many high school graduates). These are merely illustrations of the kinds of aids that clipping files can produce if they are tended regularly for several months or a few years.

### Attention Is Required

Obviously a file of clippings implies regular attention to printed news media. It requires regular subscription—or access, at least—to a hometown newspaper, a metropolitan newspaper, a popular newsmagazine, and one or more monthly consumer periodicals of the *Consumer Reports*, *Consumer Bulletin*, and *Changing Times* variety. These are sources of the type that teachers of basic business subjects should read regularly anyway.

Used as a matter of routine in class, the clippings will stimulate lasting student interest in business and economic information. High school youngsters usually have access to news and advertising media regularly in their own homes. They too will become clipping-conscious when they find their efforts displayed as the focus of attention on the class-

room bulletin board, properly identified with contributors' names. They will appreciate, too, having a chance to make oral reports of their news findings before the class, particularly if their reports stimulate discussions. The teacher would do well, then, whenever referring to the topic or the discussion, to give credit to the student. ("Remember the statement that George gave you last Monday while reporting on . . .")

Clippings, properly identified for credit in subsequent discussions, should become the property of the class and remain in the files for use in future classes. Thus, an activity that was initiated by the teacher's use of his own clippings may become almost entirely a student activity. Students are likely to become attentive to news and its meaning; then the educative process becomes a living process, more stimulating and more rewarding for student and teacher.

It should be remembered that news media have a service to sell, as do other businesses, and management people in these media sometimes resort to unwarranted headline sensationalism to attract buyers or put more effort into giving their media individuality than they put into presenting unbiased reports. Thus the use of news items in class involves creating a respect for truth, a search for facts in each account—a very good basis, incidentally, for introducing a unit on Understanding and Interpreting Advertising.

Clipping files need to be kept updated, though one may reasonably retain old items that are especially illustrative of unchanging practices or that serve as a basis for noting changes in conditions over the years.

What type of teacher preparation may be achieved more painlessly, during leisure time, than scanning the news to clip or tear out items or pages that will provide useful and realistic teaching material? Teachers find news accounts useful to incorporate into carefully organized lessons—and even more useful for those lessons that just can't be organized well beforehand.

It has been said, and aptly, that the text is but the start, the base, of meaningful classroom activity. For live illustrations of text material that provide real comprehension—for economic literacy—use news. News gives a report of economics *at work*.



*As part of a campaign to make use of community business resources, two Connecticut high schools hold a week-long work observation program for seniors. Carol Csanadi (photo) operates a bookkeeping machine at Bridgeport Brass Co.*

## We Utilize Our Community's Business Resources

**BARBARA MacPHEE**

Roger Ludlowe High School, Fairfield, Conn.

**T**HE THINGS LEARNED in business courses play a practical, basic role in everyone's personal life whether he banks, budgets family income, records expenditures for income tax purposes, buys a house, or writes a collection letter. Business courses must be constantly broadened and strengthened to meet community needs.

How can they be geared to changing trends and area requirements? How can they be vitalized enough to make the pretty sixteen-year-old blonde forget the boy's heavy ring on her finger?

We have used three excellent related devices to motivate our students: talks by businessmen and

women from firms in the community, classroom visits by successful business graduates, and a one-week work observation program for senior students.

This last is the most important. We got the idea for it in this way:

My school is one of two high schools in Fairfield, Connecticut, near the industrial city of Bridgeport. Both schools use the core curriculum of required subjects, with electives in various fields to fit students' needs and interests.

The science program was offering courses after hours, using professional men and scientists as teachers. The response from the volunteer students was excellent. They carried back to their science classes a depth of appreciation and a contagious enthusiasm for study in their particular area of interest.

"Why not try something similar in business?" reasoned our business education department.

The result was our work observation week. For the past two years the business teachers of both schools with the curriculum consultant, Richard Ricciardi, and representatives of the local chapter of the National Office Management Association have planned and carried through this program.

Senior business students from our office practice classes were placed in offices throughout the area to observe actual working procedures. They brought back to their classmates first-hand reports of the world of business—what they had felt, seen, and learned.

Organization of the program was planned at a luncheon meeting at

## RESOURCES (continued)

tended by volunteering firms, representatives of NOMA, and the school administrators, as well as by teachers and students.

Participating firms had been contacted by Albert Wilcoxson, head of the local NOMA chapter in 1959, but last year contact with the firms and placement of the 79 eligible students were handled by the teacher-co-ordinators, although the program still has NOMA sponsorship.

The students are given a list of participating companies, and each is allowed to select five firms she would like to visit. The girls are assigned, as far as possible, by the order of their choices, with consideration being given to their interests, skills, and personality.

Preparation for work observation week begins the first day of school in September with classroom discussion of conduct, office etiquette, dress, attitudes, and general deportment. Students are trained in filing, payroll work, adding machines, key-driven calculators, bookkeeping machines, dictating machines, and switchboard operation.

The actual observation week takes place in February or March. When the students arrive at the company, they are briefed on the firm's schedules and products or services, after which they are taken on a tour of the plant. They are also interviewed in the personnel department, sit with secretaries and supervisors, observe the procedures followed, and generally learn how the business "ticks."

Each student is required to write a report on her office experience. In addition, the students reported not only to their own classmates, but also to junior and sophomore business classes. Teachers of these groups felt that their students got so much from hearing the experiences of the seniors that the work observation reports will now be given in all freshman home-rooms as part of the guidance program.

The reports were excellent motivation for many students. Jobs that had seemed dull and routine were often shown to be extremely interesting and exciting.

The girls participating in the project were so enthusiastic about it that they voluntarily combined their reports in a booklet to give to the businessmen and school administrators.

The program is concluded each year with a follow-up luncheon at which reports are given by the students. School administrators, representatives of participating firms, and business teachers attend.

Typical of the comments made by students at this meeting is this one by Irene Roseen:

The experience was definitely worth while and interesting. We found out what goes on behind the scenes of a large company, and were made aware of the type of work actually conducted in the business world, enabling us to anticipate what lies ahead.

Another student, Betty Glynn, observed:

I thought that I gained a great deal of experience, and this was, is, and will always be of great value to me. In

hearing the reports from other students, I also learned of the various vocational openings and opportunities for work in this area.

Those senior business students who don't have the opportunity of participating in the work observation week are taken on field trips to firms in the area. Advanced typing and shorthand students hear former graduates explain their specific jobs and the general work at their office.

These former students who visit the classroom are also asked to dictate actual letters that they use in their offices to the students. In this dictation, technical words are written on the board and explained and general letter setup is reviewed.

Students take the dictation either at the typewriter or in shorthand. For homework, they look up all new words. The following day they must type the letter accurately in class.

Notes are kept by each student on the points emphasized by these speakers and the technical words used by various firms. The information about where to look for jobs and what to expect in different offices presented by these "Bosses for a Day" is invaluable to students approaching graduation.

Using the business resources of the community, through work observation and outside speakers, helps ensure that our business courses are realistic, practical, and meeting the needs of the students and the community. It shows students that there is a direct relationship between what they learn in class and what will be expected of them in the world of business.



SENIOR STUDENTS Sheila Mischik, Eileen Tiska, Rochelle Finan, and Joyce Litwin learn about Dictaphone Corporation's bookkeeping procedures as a part of the work observation program.



## THE COMMUNITY SURVEY PROJECT

### A. Objectives: Make Them Real, Practical, Purposeful

Announce that the survey will culminate in the actual purchase of some important item—perhaps one that you intend to purchase for your own use or one that another faculty member may have in mind. In some cases, students may be able to purchase an item on behalf of the senior class for presentation to the school. At our school, the student council voted to appropriate a sum sufficient to purchase a portable television set that would be used exclusively for educational TV. The committees conducted an intensive investigation and narrowed the results down to two final reports, both dealing with the same highly rated model. One group had been quoted a price that was \$10 lower than the figure quoted to the second committee; the second group, however, had secured an ironclad 90-day service and parts contract that tilted the scales in their favor. In this case, the student-consumer was able to evaluate a situation in which price was not the sole determining factor.

### B. Design the Format of the Survey Report

Simplicity and ease of use should govern the makeup of this form. We have used the following form with excellent results.

CONSUMER'S SURVEY REPORT	
Researcher: _____	Date: _____
Advisor: _____	Class: _____
Item to be purchased _____	
Use and reason for purchase _____	
Approximate amount of expenditure _____	
Sources available for purchase _____	
Factual Investigation Findings: Include statements regarding different brands, models, substitutions, guarantees, warranties, advertising and sales claims, performance ratings, personal recommendations, upkeep costs, and any other pertinent information and data. Use reverse side of this sheet.	
Comparison of prices at different sources _____	
Final Recommendations (based on results of findings) _____	

### C. Furnish Continuous Assistance

Schedule consultations with the student-investigator periodically. Acquaint him with pertinent available publications such as *Consumer Reports*, *Changing Times*, and *Consumer Bulletin*. Be sure that he knows the proper use of library facilities. Encourage outside participation, especially parental and other expert help. Arrange for progress reports to be given at periodic intervals. Always be available for personal consultations.

### D. Motivate the Student

Offer rewards of both an academic and material nature when possible. Allow students to read progress reports to the class during the survey. Display the best reports prominently on the bulletin board. (When we had concluded our project, our school duplicated a booklet containing the findings of all committees. This booklet was given wide publicity within the school. Among the items discussed and rated in the final report were electric razors, transistor radios, ball-point pens, cosmetics.)

## Students Can Make Themselves Intelligent Consumers

This learn-by-doing project gets results

I. WILLIAM ELENKO

Port Washington (N.Y.) High School

ONE OF THE most striking phenomena of our age is the teen-ager's rise to importance as a major consumer of America's goods and services. The question of meaningful consumer education is assuming greater importance as the business world competes relentlessly for this fertile new market. Newspapers, periodicals, billboards, and the ever-present television screen dominate much of the waking life of this impressionable consumer. He is urged, implored, and commanded to act on pain of suffering the consequences if he fails to do so. Nor can we overlook the emotional impact of conspicuous consumption. Whatever is in vogue Johnny must possess, or he loses status. Never have so many been subjected to so vast a sea of goods and services.

There is little doubt that the complex choices confronting the adult consumer are just as important and meaningful to his adolescent counterpart. The secondary school student usually has considerable purchasing power derived from his own earnings as well as a generous allowance from his parents. Like the adult, he experiences pressures to buy now and worry later. The significant factor inherent in this picture is that much of his future happiness and well-being may depend on his economic efficiency as a judicious consumer.

How, then, can we bring into the consumer education classroom a realistic and practical learning situation that will insure a maximum amount of success in the vital postschool years? Standards, guarantees, warranties, comparative shopping, and other tools of objective investigation will have limited value for the high school student unless their importance can be shown to have an immediate and personal relevance to his situation.

Large business firms constantly have to make major decisions, some of them similar to those that the ordinary consumer must make on a personal level. In most cases a firm will investigate extensively and meticulously, and the results will be crystallized in a form known as the business report. This type of report, in a simplified form, can be put to good use in the consumer education classroom. As the central element of a community survey project, it can be effective in imparting to the student the values of good consumer practices.

The ability to investigate and draw intelligent conclusions is a basic ability needed everywhere. If we can arouse within the student a desire to investigate and discriminate before spending, we will have done much to insure his future as a productive and successful citizen.

M. HERBERT FREEMAN  
New Jersey State College, Montclair

J. MARSHALL MANNA  
Ohio State University, Columbus

GILBERT KAHN  
East Side High School, Newark, N. J.

# TEACHING THE FUNDAMENTAL ELEMENTS OF BOOKKEEPING SECOND SERIES

**T**HE EXPERIENCED bookkeeping teacher may well question the need for a detailed article on how to teach the entries for returns and discounts. However, teachers frequently ask how to teach these topics so that students will understand them thoroughly, rather than simply memorize the entries or guess at them.

It has been the major purpose of this series to show how the teaching of all bookkeeping topics must be related to the fundamental elements. Only in this way can the student really learn to understand what he is doing. *Why* he makes an entry becomes almost more important than *how* he makes it. Only by thoroughly understanding the fundamental elements can the student master the fundamental *principles* of bookkeeping.

In this article, the teaching of sales returns and cash discounts will be developed by showing their relationship to the fundamental elements and the fundamental equation.

## TEACHING SALES RETURNS AND ALLOWANCES

### Preparation

Before the teacher presents sales returns and allowances, he reviews the procedures followed in making cash and charge sales. He reminds students about the different forms used by the buyer and the seller. He reviews credit

## 6. How to Teach Sales Returns and Sales Discounts

M. HERBERT FREEMAN

terms and policies. If he has taught the use of the sales journal for charge sales, he reviews the steps involved in recording, posting, and summarizing this special journal.

He makes sure that every student understands exactly what happens when a cash sale is made. The student must be able to explain rapidly that, in a cash sale, the asset Cash increases and the temporary proprietorship account Sales also increases. He knows that, since Cash is an asset, it increases on the debit side. Since Sales is a temporary proprietorship account, it increases on the credit side.

The teacher also makes sure that every student knows what happens in a charge sale. The student can explain that, in a charge sale, the asset Accounts Receivable—William Brown increases, and the temporary proprietorship account Sales also increases. The entry is, therefore, a debit to Accounts Receivable—William Brown and a credit to Sales.

The teacher has also pointed out that, at the time any sale is made, we record only part of the transaction. We show only the increase in the asset Cash or Accounts Receivable and the proprietorship account Sales. We deliberately ignore the decrease in the asset Merchandise and the resulting decrease in proprietorship. This part of the transaction is postponed until the end of the fiscal period, when we will determine the cost of the goods sold by taking an inventory. By explaining this now, we can avoid confusion later, when students are likely to wonder why a sales return should not be recorded as an increase in the asset Merchandise.

In preparation for the teaching of sales returns, the teacher also reviews the nature and operation of the Sales account. He has already repeated the information that Sales is a temporary subdivision of the Proprietorship or Capital account. It is used to show the increase in proprietorship resulting from the sale of goods or services. He now reminds the class that, at the end of the fiscal period, the Sales account is transferred back to the Capital account by a debit to Sales and a credit to the Profit and Loss Summary account. Then the Profit and Loss Summary account is closed into the Capital account. He then points out that Sales will appear in the Income section of the profit and loss statement. This operational review of the Sales account will help the student later to understand the nature and operation of the Sales Returns and Allowances account.

The homework assignment made in anticipation of teaching sales returns includes a series of cash and charge sales transactions that the students journalize and post.

### Presentation

1. After the homework problem has been checked carefully, go back to the cash sales transaction. Show in T-accounts and the fundamental equation what happens and what entry is made.

+	Cash (Asset)	-
100		
-	Sales (Prop)	+
	100	
A = P		
100 = 100		

2. Now tell the class that the cash customer returns \$5 worth of merchandise that is unsatisfactory and asks for a cash refund. You give her the \$5 cash refund. What happens to your records? Point out in the T-accounts and the equation that the asset Cash decreases and, therefore, the proprietorship also decreases. A student will probably suggest recording it as follows:

A = P		
100		100
-5		-5
<hr/>		
95		95
+	Cash (Asset)	-
100	5	
-	Sales (Prop)	+
5		100

3. Point out to the class that the entry is correct, but that businessmen are anxious to know how much of goods sold are later returned, so that they can determine

(1) whether unsatisfactory merchandise is being sold in any significant quantity, and (2) whether salesmen are making sales under pressure and customers are then returning the merchandise. For these reasons we want to keep sales returns in a separate account; so we subdivide the Sales account and set up a new account.

-	Sales (Prop)	+
	100	
-	Sales Returns and Allowances	+
	5	

The new account is called Sales Returns and Allowances. Like the Sales account, it is a temporary subdivision of the Capital account. It is debited for the \$5 return to show the decrease in the proprietorship as a result of the decrease in the asset Cash. Ask the class, "On which side will you find the balance of the Sales Returns and Allowances account?" Bring out that the balance will always be a debit balance.

4. Go back to the homework and refer to the sale on account made to customer William Brown. Show in the equation and the T-accounts what happens.

+	Accounts Receivable—W. Brown (Asset)	-
200		
-	Sales (Prop)	+
	200	
A = P		
200 = 200		

5. Mr. Brown now wants to return \$50 worth of slightly damaged goods. We offer him a \$10 allowance if he agrees to keep the merchandise. He accepts the \$10 credit. We issue a slip, called a *credit memorandum*, showing this information and send it to him. What happens, and what entry is made?

+	Accounts Receivable—W. Brown (Asset)	-
200	10	
-	Sales (Prop)	+
	200	
-	Sales Returns and Allowances (Prop)	+
	10	
A = P		
200 = 200		
-10	-10	
<hr/>		
190	190	

6. Review the new account just developed by making the general journal entry for a third homework transaction involving a return made on a charge sale by customer Arthur Green. The original sale had been recorded in a sales journal and posted to Mr. Green's account in the customers ledger. Put the journal entry on the board.

GENERAL JOURNAL			
1960			
Sept. 10	Sales Returns and Allowances	25.00	
	Accounts Receivable—A. Green		25.00
	Returned for credit		

After you have explained the entry carefully in terms of what happened, show the class how to post it.

(Continued on next page)

## SALES RETURNS AND DISCOUNTS (continued)

7. Summarize again the nature and function of the Sales Returns and Allowances account. Now ask the class, "What will happen to the Sales Returns and Allowances account at the end of the fiscal period?" Develop with the class that the closing entry will be a debit to the Profit and Loss Summary and a credit to Sales Returns and Allowances.

8. Ask the class, "Where will Sales Returns and Allowances go on the financial statements?" Develop the idea that, since it is a decrease in Sales, it will, like Sales, go on the profit and loss statement. It will also go in the Income section but will be listed as a subtraction from gross sales to show net sales.

9. Summarize the whole procedure again from the original sale to the net sales figure on the profit and loss statement. This constant repetition is needed to reach the slower learners in the class. It has a value for the bright students, too, in helping them to automatize the understanding of the fundamental principles.

10. Assign the same sales transactions completed yesterday, plus a series of sales returns and allowances.

### SALES DISCOUNTS

#### Preparation

Almost the same review material used in preparation for the teaching of sales returns and allowances can be used before presenting the sales discount topic. Most of the emphasis should, however, be placed on charge sales, since cash discounts are usually extended to charge customers. As a rule, the cash customer has already received any price adjustment that may be available in a particular line of business.

The teacher should also review carefully the receipt of cash remittances from charge customers. In this connection, he can point out that some charge customers do not pay their bills within the period for which credit has been extended. This means, of course, that the seller has his capital tied up in accounts receivable.

The teacher again reviews carefully the nature and operation of the Sales account and the Sales Returns and Allowances account. He traces them from their origin as subdivisions of proprietorship through the closing entries and the financial statements.

The homework assignment made just before the introduction of sales discount calls for a series of transactions involving sales on account as well as sales returns and allowances. The students should journalize and post these transactions in the journals and ledgers they are using at this point.

#### Presentation

1. The homework assignment has been checked carefully. Go back to the transaction in which a sale was made to Arthur Green for \$300 on credit. Show the journal entry and post it to Mr. Green's account in the customers ledger as well as in the Accounts Receivable account in the general ledger.

2. Now tell the class the usual procedures followed in business in the settlement of accounts receivable. Point out the customary practices and traditions followed in some lines of business. Also, show how and why it is important to the seller to collect his receivables as promptly as possible.

3. Tell the class about some of the inducements made to customers to send in their remittances before the end of the regular credit period. Explain the meaning and significance of 2/10, n/30 or 2/10, n/60. Show how the saving on 2/10, n/30 amounts to the equivalent of a 36 per cent annual interest rate. Convince them that most progressive and successful business organizations take advantage of cash discounts. If the class is interested and capable, you might even explain the variations in discount terms, such as 2/10, E.O.M.; 3/10, R.O.G.; or 2/10, 90 extra.

During this period of explanation, you can also discuss the business ethics involved in taking a cash discount only during the discount period. You might explain, too, that discounts are allowed only on net sales and not on returns, allowances, or transportation charges. How much of this practical information is given and just when will depend, of course, on the individual teaching-learning situation.

4. Go back to the sale on credit to Arthur Green for \$300. Assume that the terms are 2/10, n/30 and that Mr. Green pays at the end of the 30 days. Show in T-accounts and the fundamental equation what happens.

+ Accounts Receivable—Arthur Green (Asset) —	
300	500
— Sales (Prop) +	
	300
+ Cash (Asset) —	
300	
A = P	
300 = 300	

5. Now assume that Mr. Green pays the invoice within the 2 per cent discount period. What is the story? Show how the 2 per cent discount on \$300 is computed and comes to \$6. Then say that we received \$294 cash from Mr. Green in full settlement of his \$300 invoice. Show what happens, using T-accounts and the fundamental equation.

+ Accounts Receivable—Arthur Green (Asset) —	
300	300
— Sales (Prop) +	
	300
Cash	
294	
A = P	
300 = 300	
—300	—300
0	0
+294	+294
294 = 294	

Point out that the asset Accounts Receivable—A. Green decreases \$300, not \$294. He must receive credit for the full amount of the \$300 invoice, or his account will show that he owes a \$6 balance. This would be incorrect and would constitute poor customer relations, because we promised to credit him for \$300. While the asset Accounts Receivable—A. Green decreased \$300, the asset

(Continued on page 33)





*Do you go to extremes in dress and grooming?*

**A**LMOST ANYONE in the teaching field at some time or another may find that his contract is not being renewed. Sometimes this comes as a complete surprise, often an unhappy one.

When they let you go, you want to know one thing: *Why?*

The reasons, of course, may range all the way from inability to do the work required to the school board's decision to hire more men teachers than women. But—there is one main reason why a teacher may find a contract not taken up.

This reason is the same for all parts of the country and for every field of educational work; it is the same regardless of age, experience, background, or sex of the teacher.

It is the inability to get along with others.

Many find it comparatively simple to find a desirable opening and get themselves signed to a contract. But making a success of the position and holding on to it is something else again.

But, you say, you get along well with friends and family; there is nothing wrong with your disposition. If the school board finds it can get

along without you then the trouble lies with them, you decide with some annoyance, certainly not with you. After all you do a good job and are pretty easy to get along with.

But your associates may disagree. They may find you extremely difficult to work with. Not only the teacher, but anyone employed in any capacity, benefits by an occasionally frank, objective self-analysis. This is the



*Do you spend your time dreaming about unattached males?*

# When They Let You Go...

*Here are some common personal offenses that often cost teachers their jobs*

**DUANE VALENTY**

time to ask and truthfully answer the question: How well do I get along with others?

Blanche Parsons was considered a fine instructor, indeed brilliant, but her arbitrary, superior manner and consistent lack of graciousness made her unpopular. She was also avoided for habits like combing her hair while at lunch and continually discouraging at length on personal details of her own and others' health. One professor threw down his napkin at the table and was heard to mutter as he left, "I can't stand that woman—she disgusts me."

Rules for getting along aren't found in many books. Yet without these rules working relationships become strained and educational processes less than efficient.

- How courteous are you? Do you demand instant obedience, whether you are telling your class what you expect of them or fussily complaining several times a week about the janitorial service?

Do you habitually order others around? Those having authority sometimes get the habit of "throwing their weight around."

*(Continued on next page)*

## WHEN THEY . . . (continued)

"You'll fit in better by being courteous to all, from the janitor and charwoman to the top board member," says an educational adviser who finds that a good many school personnel problems result from common discourtesy.

- Do you protest "I'm too busy" every time you are called on to take on an extra duty? The one always too busy to contribute something extra may be the one let go in favor of someone who isn't.

- How's your tact? Some teachers always want things changed around according to what they believe are better methods. This doesn't make for popularity with other teachers, the principal, or the board.

"But we did it this way at Haver School . . ." this one will protest reasonably, then wonder why everyone stubbornly keeps on doing things the same old way.

Good ideas and methods are usually appreciated when proffered at the right time and with tact. The right time, however, is not when one is new on the job and expected to learn and take suggestions, not give them.

- Many lose out on fine opportunities because they gossip or listen to gossip. The one who spreads rumors is often a troublemaker whose services can often be cheerfully dispensed with.



*At the lunch table, do you continually comb your hair and talk about your own and others' health?*

Those who may do an acceptable teaching job but spend too much time telling one and all their own absorbing (to them) life history and exchanging long personal confidences endanger their position, too. Students are quick to catch on to their preoccupation with self and find opportunity to take advantage.

- Many young women seem to care little for teaching except to mark time until they find a husband. The question the administration asks is, can such a teacher give a completely adequate performance on the job? She

is likely to be eagerly concentrating on every unattached male.

Whatever the age or marital status, the teacher who maintains a pleasant but impersonal relationship with associates is usually most successful and considered most trustworthy and dependable.

- Do you sociably call others by their first names? This is frequently done by the one too eager to make friends and be liked by everybody, and it is often resented.

"Keep your dignity and allow others to keep theirs," says one principal. "Don't plunge into cliques without being invited. If you're wanted you'll be asked, if not, don't take offense. You are paid to teach, not to round out your circle of friends."

- Do you take offense easily? Hurt feelings and resentment, whether over big things or little things, have no place in the teaching world or in any phase of business for that matter.

Certainly a teacher, to deal most effectively with students or adults, should be fortified with a good sense of humor.

Equally indispensable is a charitableness that refrains from criticisms or hasty judgments.

- Are you so efficient you're bossy? The too-authoritative teacher is hardly ever the popular or most successful one.

- Do you sign on with the idea of resigning if you don't like things? Few openings come completely up to expectations, but changing too often puts a question mark on your record



*Are you always unavailable for an extra duty?*

that indicates instability. Given the choice between two teachers otherwise equally acceptable, the nod would probably go to the one with the more stable background.

- Teachers have tossed aside good opportunities for the expensive luxury of losing their tempers. Getting good and mad can be a temptation and may give temporary satisfaction, but it solves few problems and contributes to that unstable record. The touchy individual makes things more difficult for everybody, and the one who goes into lengthy recitals of wrongs is equally unappreciated.

- Do you expect special treatment? If you feel you merit it for any reason at all, you are probably doomed to disappointment.

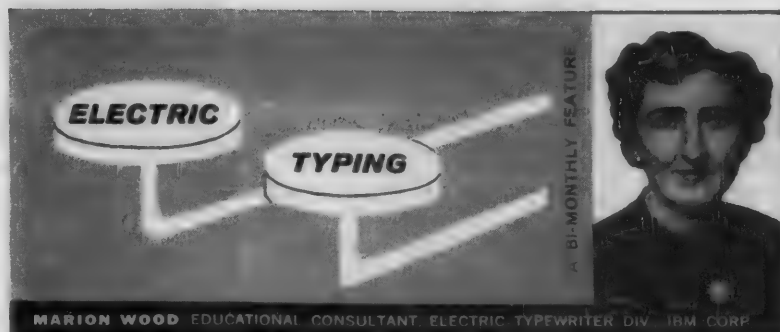
- Do you, if a woman, indulge in extremes of dress? Dress must always be conservative and within the bounds of good taste. High fashion, "glamour," too much make-up, vivid nail polish, frills, a lot of jewelry, extreme hair styling, stilt heels, untidiness, even too much weight are out of place in the school environment where students' sharp eyes notice every detail.

- Students mark, with the candor of youth, peculiarities of personality, gesture, voice, or any other eccentricity or oddity. If allowed to become pronounced, such things are a factor when contracts come up for renewal, but objective self-analysis, if honest enough, should prevent such habits or mannerisms from becoming part of the personality and so aid in improving relationships.

Without her numerous peculiarities of personality, Blanche Parsons would have done a much better job of getting along with others, of course, since most of these were based on a habitual lack of consideration. Unfortunately, she has her counterparts everywhere.

"Can the teaching prospect fit in? Can he or she adapt smoothly to people and conditions?" asks a school board member with personnel problems. "We constantly sign nice looking, promising people only to find them ignorant of the fundamentals of getting along with others."

Every teacher needs to take stock from time to time. No one can afford to feel self-satisfied. Basic to such stock-taking should be a reappraisal of the everyday use made of that one rule underlying all getting along—the Golden Rule.



### The Dual Changeover

When a typewriting lab is equipped with both electric and manual typewriters, the exercises for the dual changeover may be conducted in one class period. On service mechanisms that differ in their method of adjustment, such as margin stops, let students instruct each other before beginning the lesson. With the margins set and paper in the typewriters, devote the remainder of the period to the following:

**Finger position.** Demonstrate the curved finger position on the guide keys for both the electric and manual typewriters. The wrists should just clear the front frame of the typewriter.

**Carriage return.** To build a quick response to the carriage return device, use the instructions "line" and "home." Manual students need to put their left margins at 55 so the carriage return lever extends beyond the left side of the typewriter. The word "line" is their signal to bring the left-hand first finger in contact with the carriage return lever. All other left-hand fingers should support the first finger and the palm should be parallel with the desk top. On the word "home," fingers should be immediately returned to the guide keys. The carriage remains stationary throughout the drill. Electric operators should reach for the lower left corner of the return key with their right little finger and return their finger to the semicolon key on the word "home." Motors should be off. Pace the drill fast.

**Snap and tap stroke.** Strike or snap the manual keys and tap the electric keys. Call the letters of the alphabet. Ask the manual operators to snap their keys and the electric operators to point and tap their keys as many times as they can for each letter before the new letter is dictated.

**Shift stroke.** Caution students to fan out their fingers slightly as they reach for the left and right shift keys while you dictate "left shift, right shift, left shift," etc. Follow this drill with a line or two of proper names. Students' names may be used for variety.

**Clearing tab stops.** To clear all tab stops, move the carriages to the end of the writing line. Have students return their carriages to the left margin as they hold down the tab clear device. Manual students must use the carriage release lever and return their carriages by hand. Electric students touch the carriage return key at the same time they hold down the tab clear device. Clearing a single stop is the same on both the electrics and manuals.

**Tab key stroke.** Manual students should be taught that the tab key stroke on their machines is a hold stroke; electric students should learn to flick their tab key. Both groups will enjoy this exercise for improved tab key control. With margins at 15, set tab stops every 15 spaces; then write the word "type" in columns across the page. Check the number of lines completed in 30 seconds. Electric students will have the advantage of not having to hold their tab key, but the manual students will surprise you by their interest and zeal to keep up with the electric students.

**Sentence practice.** Dictate a short sentence slower than the normal speed for the class. The manual students are directed to strike their keys; the electric students tap theirs. Some samples: "He had the check at the time I saw him"; or "This is the first time we have had your men work for us."

**Other exercises.** And now other drills may be conducted in exactly the same manner as you would handle them if the room were equipped with all electrics.

## SALES RETURNS AND SALES DISCOUNTS (continued from page 34)

Cash increased only \$294. This net decrease of \$6 in assets means that proprietorship decreased \$6.

6. Point out that the \$6 decrease in proprietorship could be shown as a debit in the Capital account. We do not, however, want to clutter up the Capital account with temporary decreases in proprietorship; therefore, we set up a new subdivision of the Capital account called Sales Discount. What kind of account is Sales Discount? It is a temporary subdivision of proprietorship used to show the decrease in proprietorship because customers pay their bills before they are due.

—	Capital (Prop)	+
	5,000	
—	Sales Discount (Prop)	+
	6	

7. The complete transaction now shows:

+	Accounts Receivable—Arthur Green (Asset)	—
	300	300
+	Cash (Asset)	—
	294	
—	Sales Discount (Prop)	+
	6	

8. Now take a similar homework transaction of a sale on credit and work it out at the board with the class, step by step. Explain carefully what happens when the customer sends a check in full payment during the discount period. Summarize the Sales Discount account.

9. Go back to the homework again and work out a third sale on account and settlement with a cash discount. This time, journalize the transactions on the board and post them to the appropriate ledger accounts.

10. Again summarize the nature and function of the

Sales Discount account. Ask the class, "What do you suppose will happen to the Sales Discount account at the end of the fiscal period?" Show that the closing entry will be a debit to Profit and Loss Summary and a credit to Sales Discount.

11. What will happen to Sales Discount on the financial statements? Show that, since sales discount is a financial expense, it will go on the profit and loss statement. It goes into a new section called Other Expenses.

12. Summarize the whole cash discount procedure, from the original sale on credit to the end of the fiscal period.

13. Assign the same sales transactions completed yesterday, plus remittances received during the discount period.

This explanation of how to teach sales returns and allowances and sales discounts can be followed in almost every detail to teach purchases returns and allowances and purchases discounts. If the teacher has taught the sales items as carefully as explained here, the teaching and learning of the purchase items should be relatively simple and should require much less time. The student has already learned the fundamental principles involved in the creation of new temporary proprietorship accounts. By using his knowledge of the fundamental elements and the fundamental equation, he should be able to analyze accurately any typical transactions. It is for this reason that this article has shown the step-by-step development of new topics through the constant use of the fundamental elements and the fundamental equation. It is only through this type of careful teaching that students will find bookkeeping easy to learn. They will understand what happens in any type of transaction. They will learn how to handle returns and discounts by analysis of every transaction rather than by memorizing or imitating the entries made by the teacher. There is no denying that the teacher works hard in this type of presentation—but the results are bound to be gratifying.

## 95 STUDENTS LEARN TO TYPE IN ONE ROOM (continued from page 19)

students who need individual help may be missed; as a result, they may lose some of the material and ideas presented. This could, of course, happen in smaller classes too, but the probability is not so great.

Getting to know the students personally is not easy with a class of 95. With smaller classes, the teacher usually knows all the students within a week; but at the end of three months, some students were still mere numbers in this situation.

In a class this size, however, learning seems to take place in a little different way than it does in an ordinary typewriting class. It may well be that we have been overteaching—and, as a result, the students underlearn. That is, teachers may be doing all the thinking and working for the students.

We don't have time to overteach in this large class because there are so many students, but this fact seems to give us favorable results. Because students are forced to rely on themselves, they are better students, better learners, and probably they will be better workers in the future.

While a large classroom might seem to invite many other problems, we found that there were no more than in an average-size class. The behavior of the students was no more a problem than in usual classes.

As far as achievement goes, there seems to be no difference in progress between our large classes and the ordinary small ones. In May, 1959, the median gross wam for the small classes was 36-40; this past May, in the large classes, the median gross

wam was 41-45 ((all figures based on 5-minute straight-copy writings). Last year's classes rated a bit higher in accuracy, so that over-all achievement was roughly the same.

A procedure involving a master teacher with one or two assistants—perhaps student teachers—may be feasible as one means of reducing the cost of instruction.

Although the teacher is generally considered to be a constant factor in experimental situations, we can anticipate slightly different results by the end of the second year, because of a striving (possibly subconscious) for greater accuracy.

We are drawing no definite conclusions yet—we have simply completed the first year of a three-year experimental study.



## A NEW DECADE

(Continued from page 21)

academic curriculum. Confronted with such a situation, we might ask questions like these: Why are some educators and a large segment of the public psychologically conditioned to the idea that talented young people should be directed only into the arts and sciences? When engineers, physicists, and other professional men work to capacity, will it not be necessary to have competent stenographers and technicians to complement and supplement their efforts?

### Exploitation of Students

In some schools there is an endless amount of typing and duplicating for the community and the school in both office practice and typewriting classes. Such a practice is unfair to both teacher and student, for more than one reason. It places undue pressure on a student to finish the work and puts the teacher in a position where he sometimes has to accept inferior work in order to fulfill outside commitments. This type of assignment ought to be done only when it constitutes an educational experience for students and they are advanced enough to accept the challenge of pressure. If outside work is a business education department's only method of making itself known, it has a poor public relations program.

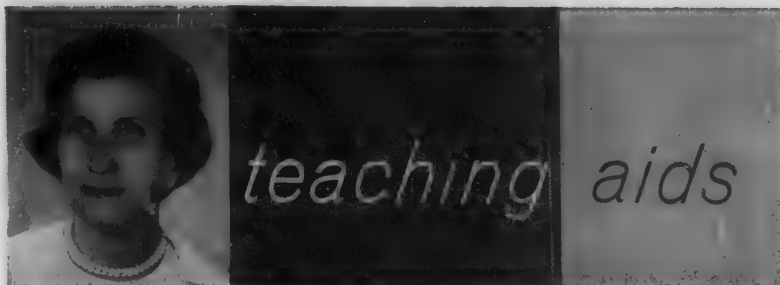
### Recognition of Students

The business education program could be enhanced if more attention and consideration were given to its students. Here are a few ways to bring students into the program:

- Display more of their work on bulletin boards.
- Have them help evaluate textbooks when new ones are being considered and before an adoption is made.
- Give them cards or awards stating their proficiency in shorthand, typewriting, etc., immediately before or at the time of graduation.
- Indicate, wherever possible, business education majors who are honor students.
- Publicize those who have secured good jobs and are advancing in business.

### Standards

The problem of standards is one that has always been with us. First,



JANE F. WHITE CENTRAL WASHINGTON COLLEGE OF EDUCATION, ELLENSBURG

**Typewriter filmstrip.** A new source of filmstrips for the classroom is Visual Sciences, Box 500 DM, Suffern, N. Y. All of their filmstrips are 35mm and consist entirely of hand-drawn pictures, charts, and diagrams with full textual information on each frame. They may be used with any textbook. *History of the Typewriter* will particularly interest typing teachers. *History of Aviation* would appeal to students in general business. The filmstrips cost \$2 each.

**Travel materials.** Booklets, bulletin board kits, and bulletin board maps may be obtained from Educational Services, Automobile Manufacturers Association, 320 New Center Building, Detroit 2, Mich., in single copies. The eight titles available are: *A Car-Traveling People* (booklet); *What It Takes to Make Your Car* (booklet); *Automobile Bulletin Board Kit*; *The World Makes an Automobile* (bulletin board map); *Horses to Horsepower* (booklet); *What Do You Know About Trucks* (booklet); *Motor Truck Kit* (bulletin board); and *America's Products and the Trucks That Carry Them* (bulletin board map).

**Money booklet.** This booklet puts into popular language the importance of feelings about money and its use. It can be used as a basis for classroom discussion in general business. *The Many Faces of Money* may be ordered directly from the Mental Health Materials Center, 104 East 25 Street, New York 10, N.Y., for 25 cents a copy. Ask about quantity discounts.

**Oil booklet.** *The Story of Petroleum*, a 34-page introduction to the oil industry, tells how oil men choose places for drilling, how they drill, how they transport crude oil to refineries, and how they manufacture and distribute finished products. The last chapter outlines the role of research in developing new and better products. Free from Shell Oil Company, 50 West 50 Street, New York 20, N.Y., or 1008 West Sixth Street, Los Angeles 54, Calif.

**Ford Foundation.** *Time, Talent and Teachers* is one of a series of booklets on activities supported by the Ford Foundation. The purpose is to present informally the story of some phase of the Foundation's work. Other titles of interest: *Teaching by Television*; *The Wealth of a Nation*; *About the Ford Foundation*; *The Apprentice Experts*. Copies are available without charge from Office of Reports, Ford Foundation, 477 Madison Avenue, New York 22, N.Y.

**Film catalogs.** For three free catalogs containing many excellent films on economics, labor, and management, write to these sources: Coronet Films, Sales Department, 65 East South Water Street, Chicago 1, Ill.; Contemporary Films, Inc., 267 West 25 Street, New York 1, N.Y.; and the National Film Board of Canada, 680 Fifth Avenue, Room 819, New York 19, N.Y.

**Job Hunting.** Four publications that contain very helpful suggestions for the job hunter are *Your Letter Is You* (25 cents); *On Stage, The Job Interview* (25 cents); *Public Relations* (50 cents); and *How to Look for a Job in New York* (\$1). For these booklets and a list of reprints of articles on colleges and careers that appeared in *Mademoiselle* write to Alumnae Advisory Center, Inc., 541 Madison Avenue, New York 22, N.Y.



## SHORTHAND CORNER

**RICHARD A. HOFFMANN**

PLACER JOINT UNION HIGH SCHOOL, AUBURN, CALIF.

**Greetings** from the West Coast—specifically California. No doubt many of you have visited California during the summer and noticed how dry and brown our hills are. Here's hoping your summer has been less arid.

Now, at the beginning of September, we might take a moment to remember the Roman god Janus who could look backward and forward at the same time. Looking back, what did we accomplish during the summer? And looking forward, what are we going to accomplish during the coming year? It's ours; let's make the most of it.

What did you do with your summer? Rest? Go to summer school? Whatever it was, I hope you're returning to begin a new year with zest and enthusiasm.

How can the experience gained at a summer school session be used to advantage during the school year? One thing that has impressed me about the workshops I have attended is the fact that most of them have been models of good organization. We can learn something from this. For one thing, we can have our work so well organized that we won't be frantically searching for materials just before class begins. We can do the necessary *preplanning* (a term that I heard practically every day during the summer session I attended this year). If we haven't done any planning for the coming year, are we not being a little unfair to our students?

**The first days of school.** There will be new faculty members to meet, new students in our classes, new books we have been looking forward to—and, if we are fortunate, new equipment, new classrooms, and maybe even a new building.

**Ideas.** We do not have to be reminded that new developments are taking place in the business world daily—we are hard put to keep up with them. Fortunately, in business education we learn of these developments through the many journals available to us. Look them over; see what you can adapt to your teaching needs. A teacher is lucky if he can hardly wait for classes to begin in order to try out all his new ideas.

**Faculty.** Although the new faculty members may not know it, they need considerable assistance. Offer your services. Let them know that you'll help them with their opening-of-school problems. Offer to assist them in setting up their rollbooks and getting their textbooks. See that they get off to a good start, but be careful that you do not do so much that you "take over." There is a fine line between helping people and telling them what to do.

**Students.** Are you as eager to begin shorthand as your students are? Are you going to open class with something new? It's almost impossible *not* to have some new little angle with which to open the year. Use something you didn't get around to using last year. It need not be in presenting your first lesson. It might be the general nature of your opening remarks or a story you heard during the summer or a radically different seating arrangement or a novel way of distributing books and supplies—almost anything, just so it's different. Take a look at some of the tricks of the trade that teachers have sent in to *Business Teacher* (which you should be receiving without charge)—and take a chance on a few of them. You might stimulate yourself as well as your class.

**Equipment.** Keep up to date on the latest business machines. And give a bit of thought to teaching machines (see *BEW*, Feb. '59, p. 11). What are the implications of these machines? Can we make use of them?

I hope that you'll make this year your most successful one.

we must bear in mind that standards are usually set by the law of supply and demand. Second, the standards set by one business may be different from those set by another; moreover, in a large business, standards may differ from one department to another. Third, standards may be arrived at informally or may be based on the production of experienced workers. Although volume of work is important, accuracy, attention to detail, and good work habits are of greater value to the beginning employee.

### Abuse of Intercom System

In some schools, administrators and education secretaries abuse the school's intercommunication system. It is frequently used as often as seven or eight times in one period. This is especially annoying to teachers of office practice, shorthand, and type-writing, where there is a close teacher-student relationship in the teaching-learning process. An interruption could disrupt the teaching of the most salient point of the lesson or break into one of the frequent tests and exercises that are necessary to develop vocational competence and speed. Not only business teachers but teachers in other areas as well complain of too many unnecessary interruptions.

### Need for Basic Economics

The next two paragraphs, quoted from an article of mine in the September-October, 1958, issue of *Systems for Educators*, highlight another of our problems:

It has been stated, time and time again, that most students who graduate from high school do not have the necessary background in basic economic education that is desirable in our complex economic society. This is evidenced by the number of business failures we have, by the number of citizens who have difficulty living within their incomes, and by the limited knowledge most people have about matters such as stocks and bonds. Educators generally agree that all students, irrespective of vocational interests, need an understanding of our capitalistic system of competitive enterprise.

With a more concerted effort on the part of administrators and teachers, public schools could do a more adequate job of teaching these economic competencies. The American business world is not restricted to the individual who participates directly in it; this participation is shared by everyone. Our strength can only be measured by our people's appreciation and understanding of these basic economic facts. Reversing an old axiom, ignorance of American business practices could breed contempt.

## Need for Balance in Graduation Requirements

Not too many years ago, when high school students were permitted to select almost any course they desired, we had what might be referred to, for want of a better term, as a "cafeteria curriculum." Now, with the pendulum moving toward the opposite direction, perhaps we are setting up some unrealistic requirements. This indicates a need for those of us who are leaders and administrators in business education to set up minimum requirements in terms of courses completed satisfactorily before a student is given a high school diploma in this field.

### Public Relations

Indirectly, the problems dealing with public relations—especially relations with students, teachers in other areas, and administrators—have been discussed here. It is important that the business education department also work with parents and businessmen. A letter can be sent to parents when their daughter or son enrolls in the business curriculum, inviting them to visit the business education department. Also, a brochure explaining the department's objectives can be prepared for parents, students, and businessmen. And we can utilize businessmen's services on a lay-advisory committee, as well as in making a survey of offices and stores.

### Inadequate Leadership

The problems already cited point to a broad, overall problem—inadequate leadership. To illustrate this point: Compare the number of personnel engaged in business education in the United States Office of Education and in state supervision with the number engaged in other areas of vocational education. Also, compare enrollments in business education with enrollments in other areas of vocational education.

Of all the problems that business education must deal with, I consider the ones mentioned in this article to be the most timely and perhaps the most significant. Others might, of course, be mentioned, such as the small number of boys who enroll in the business education curriculum and the relationship of business education to general education. I hope that readers of this article will evaluate and give serious consideration to the problems that I have discussed.



HELEN H. GREEN MICHIGAN STATE UNIVERSITY, EAST LANSING

**How fast can you write** shorthand on a wax tablet with an iron stylus? "Well now, I haven't tried it lately," somebody replies deadpan. Someone else shrugs, "Who cares?" And still someone else says, "Well it's sort of a silly question—but an intriguing one. Are you anticipating a paper shortage or something? What makes you ask?"

What makes me ask is a master's thesis, "A Short History of Stenography Through the Fifth Century," by Father Raphael of the Assumption Abbey School, Richardton, N.D.

Father Raphael's thesis has the fascination of a novel, the inspiration of a fine biography, the violence of a gangster film, and the challenge of an arresting editorial. Your imagination runs riot as you read.

There was St. Augustine (around 400 A.D.) who must have been the original "man in a hurry." Sixteen scribes, no less, he kept on rotation throughout the twenty-four hours, so that if an idea struck him he could dictate a letter or memo at once. There was Titus, the emperor who was a shorthand writer himself and used to challenge his scribes to shorthand contests.

There was St. Jenius, the nineteen-year-old court reporter who became so incensed at the unjust sentence pronounced by the judge that he threw his wax tablets down and lashed out in an impassioned denunciation of the proceedings. (Beheaded 303 A.D., as a consequence.) There was Quintilian (died 100 A.D.) who was furious because "boys of fourteen or fifteen" used to hang around the fringes of the crowd and take down his lectures in shorthand. Then they would get their notes transcribed and "sell" them before Quintilian himself could do so.

There was Cassian (later St. John Cassian) who died in 433 A.D. When he was sentenced, along with some other Christians, the authorities decided that the worst punishment they could mete out to him was to let his own shorthand students have their way with him. They killed him by using him as a dartboard for their iron styli. (I warned you it was brutal in spots—maybe I should have skipped Cassian.)

**But perhaps Cassian's** students shed some light on how students were motivated to attain high speeds. "I don't get my students up to court reporting speeds," you say, "but they don't stick me to death with their pens either." How they must have hated him! How he must have driven them!

But that can't be the whole answer. Disturbing questions remain. Why don't our students surpass the early writers? With all our improved(?) methods of teaching, writing tools, teaching materials (tapes, films, fine textbooks), our knowledge of the psychology of learning, our improved systems of shorthand—why? What did the ancient writers know and do that we don't know and do that may have helped them attain such high speeds with such clumsy tools?

Immediately you ask, "Well, how long did they study? All day for years? What was the motivation? Fear? Rewards? A place in the sun? What of the system itself?"

Unfortunately we don't know the answers to most of those questions yet. But the fact that shorthand writers were doing court reporting before the fifth century with wax tablets and iron styli for tools gives us shorthand teachers something to ponder about concerning our own teaching, doesn't it? (Anyone for a wax-tablet, iron-stylus contest?)

*through  
the  
camera  
eye*



**EASTERN BTA** elected these officers for the coming year: (seated l to r): Earl F. Rock, Newark, N. J., treasurer; Mary E. Connelly, Boston University, secretary; Helen J. Keily, State Teachers College, Salem, Mass., president; Harold Baron, Lafayette High School, Brooklyn, N. Y., vice-president; (standing l to r) executive board members: Charles Sewall, Burdett College, Boston, Mass.; Marion G. Coleman, Temple University, Philadelphia; Wesley E. Scott, Philadelphia; Emma M. Audesirk, Northern Valley Regional High School, Demarest, N. J.; Evelyn R. Kulp, past president, Ambler (Pa.) High School; Donald E. Wilkes, Strayer College, Washington, D. C.



**CALIFORNIA BEA** officers elected at the group's twenty-fifth convention are (l to r): Fred S. Cook, Wayne State University, Detroit, Mich., past president; Lura Lynn Straub, San Diego State College, president; William Anderson, Anacapa Junior High School, secretary; John Linn, San Francisco State College, vice-president; Reginald Estep, Yuba City High School, historian; and Leonard Stenberg, Diablo Valley College, treasurer.

**NEW YORK STATE BTA** officers for 1960-61 are (l to r): Eve Firra, Ithaca High School, corresponding secretary; Alice Bamford, Ilion High School, recording secretary; Daniel Brown, Powelton Business Institute, Syracuse, treasurer; Royann Quim, Milne School, Albany, second vice-president; Ray L. Clippingier, business education co-ordinator, Rochester, president; and Hannah Joseph, Central High School, Syracuse, first vice-president.





# Professional

# Report

## NEWS SPOTLIGHT

### Automation does not steal jobs

... is the conclusion of a survey recently conducted by Modern Office Procedures magazine. The survey found that 54 per cent of all companies have some form of data processing equipment and 25 per cent of the remainder plan to install some soon. Only 45 per cent of the companies that have automated in the past ten years have eliminated any jobs at all, "of this 45 per cent, less than one-fifth laid off anyone," the report says. Most firms moved workers to other departments or put them into jobs connected with the automation. In companies with more than 150 employees, only 11 per cent laid off any workers, although for firms with less than ten workers, this figure is almost three times larger.

The survey showed that 27 per cent of the companies had to add more employees as a result of automation because "they needed more technically trained people to use the equipment and to use the vast amounts of new data they got."

### Higher teacher standards

... were urged in a program presented to the National Education Association at its annual meeting. It recommended that all private, parochial, and college teachers be required to hold certificates. (This is not now required by most states.) The proposal also calls for five years of college preparation for the prospective teacher, including a half-year of internship.

### Annual clerical salary survey

... conducted by the National Office Management Association shows that the average weekly salary rate for clerical employees is now \$73—an increase of \$3 over last year. The 40-hour basic work week is still the standard with 66 per cent of the companies reporting this year compared to 68 per cent last year. Thirteen per cent have a 37½-hour week, 6 per cent a 35-hour week, and 3 per cent have a work week of over 40 hours.

Although 30 per cent indicated a policy of six paid holidays a year, 28 per cent grant seven, and 33 per cent pay for eight or more holidays. This is a 2 per cent decrease in the six-day category and a 2 per cent increase in the eight-or-more group compared to last year.

The ratio of total workers (non-office) to office workers is 2.7 to 1. This is the lowest ratio ever reported by the survey. The figure is based on a total of 1,763,825 office employees.

## PEOPLE

• C. Vance Allyn, chairman of the secretarial science department of Colby Junior College, New London, N.H., received his Ed.D. degree from Boston University. His dissertation was entitled "The Development of a Shorthand Aptitude Test, Using Recognized Shorthand Strokes in its Construction."

Doctor Allyn is a member of EBTA, New England BTA, Delta Pi Epsilon, and the American Business Writing Association.

• Fred S. Cook, Wayne State University, Detroit, Michigan, has been appointed educational consultant for the National Secretaries Association (International). He will assist in the co-ordination of NSA's educational programs, including the Certified Professional Secretary examinations and local seminars and workshops.

• Warren S. Theune, associate professor of business education,



WARREN S. THEUNE

Whitewater (Wis.) State College, has received his Ed.D. degree from Michigan State University. His dissertation was entitled "Difficulties of Beginning Business Teachers and the Relation-

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ship of These Difficulties to their Student Teaching."

Doctor Theune was superintendent of schools in Deerfield, Wisconsin, before joining the Whitewater faculty in 1955. While on leave in 1957-59 to complete course work for his doctorate, he taught at Michigan State University.

• Richard D. Kidd, director of the division of business and economics, Central State College, Wilberforce, Ohio, for the next two years will be chairman of the department of commercial education, Ohio University ICA Teacher Training College at Ibadan, Nigeria.

• Stanley C. Robinson has been named dean of the University of Illinois Division of University Extension.



STANLEY C. ROBINSON

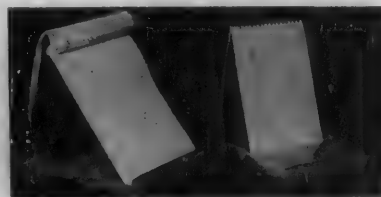
He joined the university staff in 1948, teaching graduate courses in business education.

Doctor Robinson is a member of the executive committee and the committee on graduate study of the American Association of Land-Grant Colleges and State Universities. He is also a member of Delta Phi Epsilon and Phi Delta Kappa.

• Dalton Drennan has been appointed state supervisor of the Georgia Business Education Service. He has been on the business education faculty of Southwest High School, Atlanta, for the past five years and is presently working for his doctoral degree at George Peabody College for Teachers.

• H. Otis Blaisdell, an early typewriting speed expert, has died at the age of seventy-three. He was the first man to win both the American and international typewriting championships, the former in 1908 and the latter in 1910 and 1911. He was also the first person to typewrite at 100

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words a minute for an hour without error. He was associated with IBM for fourteen years and before that was with Underwood Corp. for almost thirty years. Recently he had been teaching typing at a business school in New York.

• Raymond Goodfellow, former director of business education in the Newark, N.J., school system, died recently at the age of seventy.

He served in the Newark system for thirty-eight years after his graduation from New York University. He was a former president of EBTA and the Newark Teachers Association.

## GROUPS

• New officers of the Mountain-Plains Business Education Association are: Gerald A. Porter, University of Oklahoma, Norman, president; A. M. Kinney, North High School, Denver, vice-president; E. P. Baruth, McCook (Neb.) Junior College, treasurer; and Thelma N. Olson, Brookings (S.D.) High School, secretary.

• The Catholic Business Education Association elected Bro. Leo V. Ryan, C.S.V., Marquette University, Milwaukee, president; and Sr. Edith Marie, S.C., Elizabeth Seton High School, Pittsburgh, Pa., vice-president. Bro. Adrian Lewis, F.S.C., Bishop Loughlin High School, Brooklyn, N.Y., was re-elected treasurer.

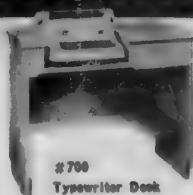
• New officers of the Connecticut Business Educators Association are: Frederic W. Rossomando, Wilbur Cross High School, New Haven, president; William F. Clynes, Old Saybrook High School, vice-president; Alice McCaw, Wilbur Cross High School, New Haven, secretary; and Josephine E. Cribbons, Amity Regional High School, Woodbridge, treasurer.

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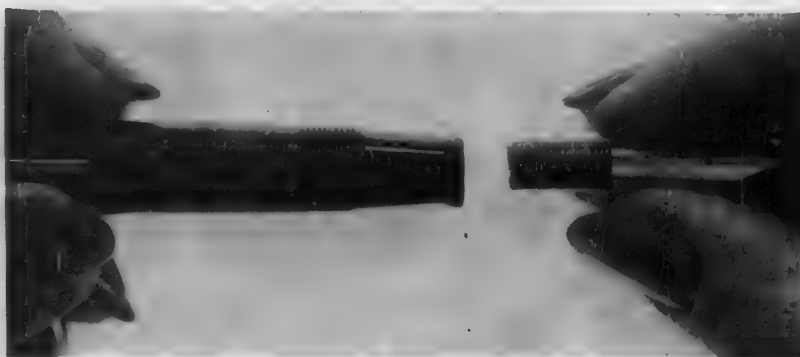
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- The new Florida Business Education Association officers are: Joseph Barkley, Edgewater High School, Orlando, chairman; Berniece Overholtz, Northeast High School, St. Petersburg, chairman-elect; Ellen Butler, Stranahan High School, Fort Lauderdale, secretary; and Carolyn E. Luck, Paxon Senior High School, Jacksonville, treasurer.

- The Illinois Private Business School Association has elected Floyd W. Marshall, Gem City Business College, Quincy, president; Lowell Doak, Bryant and Stratton College, Chicago, vice-president; and Bernita Alderson, Brown's Business College, Springfield, secretary-treasurer.

- The Indiana Business Education Association, which was just organized last year, elected the following officers at its annual meeting in Indianapolis: Catherine VanBuskirk, Riley High School, South Bend, president; Darwin Stevens, Wood High School, Indianapolis, vice-president; and Wynnie Ford, Noblesville High School, secretary-treasurer. The past president is Margaret Rowe, Howe High School, Indianapolis.

- The Ohio Private Business School Association elected the following officers: Olive Parmenter, Tiffin University, president; Gerald Wickham, Bliss College, Columbus, vice-president; J. V. Thompson, Steubenville Business College, secretary; and Ruth L. Davis, Davis Business College, Toledo, treasurer.

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### SCHOOLS

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- Bloomsburg State College (Pa.) will begin granting the degree of Master of Education in the business education field in the summer of 1961. Dr. Thomas B. Martin has been appointed director of graduate studies and business education. The college began its business teacher training program thirty years ago.

- Detroit Commercial College has changed its name to Maclean College of Secretarial Science.

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### GENERAL

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- The third annual National Careers in Retailing Week, sponsored by the National Retail Merchants Association, will be observed from October 10 to 15. The program is designed to interest more young people in retailing as a career. If you would like

BUSINESS EDUCATION WORLD



information about participating in this program, write to the Committee on Careers in Retailing, National Retail Merchants Association, 100 West 31 Street, New York 1, N.Y.

• *Look* magazine, in co-operation with the U.S. Office of Education and the Council of Chief State School Officers, will sponsor the annual Teacher of the Year award program that has been sponsored by *McCall's* for the past nine years.

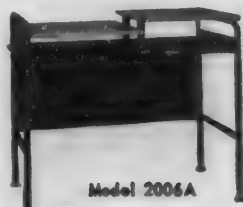
Nominations will be made by chief state school officers and a national committee of educators will select the top three candidates, from whom *Look* will choose the one to be named Teacher of the Year.

• The National Office Management Association has announced the inauguration of an Arithmetic Program, designed to complement the NOMA Spelling Program. Practice-review problems will be set up by NOMA's National Educational Committee, followed by two arithmetic tests.

Students passing one test will be awarded a NOMA Arithmetic Certificate. Those passing two tests will be awarded the NOMA Arithmetic Proficiency Certificate.

The Association's address is 1927 Old York Road, Willow Grove, Pa.

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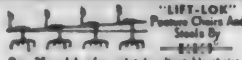


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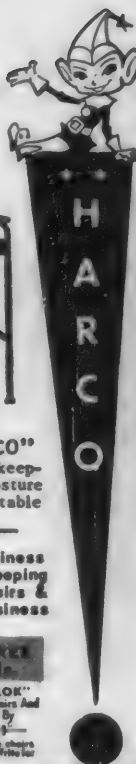


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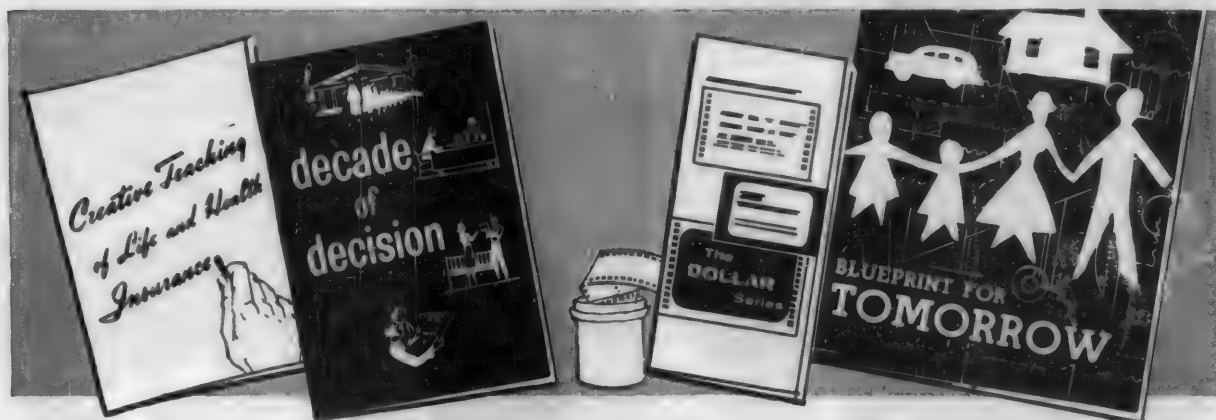
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## New Business Equipment

### Multi-Speed Phonograph

The Rhythmater is a phonograph that allows a record's playing speed to be continuously varied from 25 to 100 r.p.m. without stopping the turntable. Price of the Rhythmater, including



turntable, amplifier, and two speakers is \$349.95. It is manufactured by the Rek-O-Kut Company, Inc., Corona, N.Y.

### Full-Key Adding Machine

R. C. Allen's model 88 is a heavy-duty full-keyboard electric adding machine with eight-column listing and totalling capacity. Its features include direct subtraction that prints red and answer dials to show accumulated

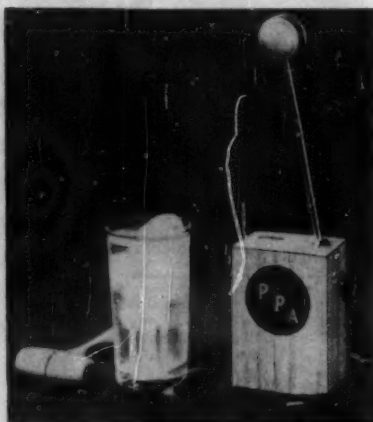


total. It also has live repeat and correction keys. R. C. Allen Business Machines, Inc., is in Grand Rapids, Mich.

### Portable PA System

A transistorized public address system that weighs only 11 ounces including amplifier and speaker is now available. The unit, with a built-in microphone on an extendable boom,

is powered by a 9-volt mercury battery. The manufacturer says the volume gain is ten times the input, with-



out distortion. It is designed to handle groups of up to 100 persons. Retail price is \$110. For full details write to J. B. Moore Laboratories, Inc., P. O. Box 606, Opa-locka, Fla.

### Ten-Key Adder

Monroe has introduced its Series E electric ten-key adding machine as a companion model to its hand-operated "Little Giant." It features



quiet operation and high cycling speed.

For complete information write to the Monroe Calculating Machine Co., Orange, N.J.

### Special Stapler

Bostitch, Inc., has introduced a new type of stapler that permits easy removal of the top sheet of a stapled pack. In effect, the staple itself is upside down, that is with the "legs" at the top of the stack. In addition,

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Smith-Corona Marchant, Inc.	14
Webcor Inc.	4

the legs both point in the same direction, not in opposite directions as results with an ordinary stapler.

This arrangement makes it possible to remove the succeeding top sheets while keeping the rest of the stack together.

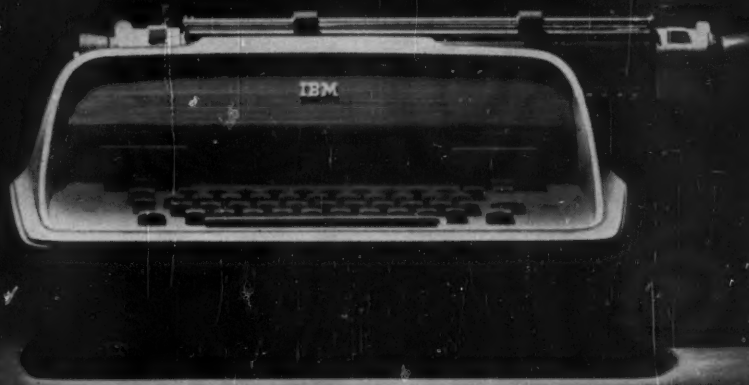
For complete information write to Bostitch, 2017 Briggs Drive, East Greenwich, R. I.

### New Products at a Glance

- Smith-Corona Marchant Inc. is now the exclusive distributor of adding machines made by General-Gilbert Corp. The machines will be marketed under both the Smith-Corona Marchant and General names for the present.

- A portable, aluminum presentation easel is made by Business Equipment Products, 5175 Bath Road, Dayton 24, Ohio. It features a 30 by 38 inch board with tray and spring paper hold-down clip, and self-leveling floor glides on the folding legs.

- A 16mm film rewinder and splitter made by Kidde Machine Corp., 35 Farrand Street, Bloomfield, N.J., is now available. It is called the Kidde Mark IV and is similar to the company's 35mm device that has been on the market for some years.



## The IBM Electric: Its beauty is just a bonus

The first thing you notice about the new IBM Electric is its good looks. But there's more. For here is beauty combined with precise function, the result of the most thorough approach to typewriter development ever devised.

It is one of the most perfectly engineered quality products in the world. Every part is made a little stronger, a little better than it has to be. As a result, you can expect less "down time," teacher's schedules can be maintained, and students need not feel the demoralizing effect of wasted classroom time.

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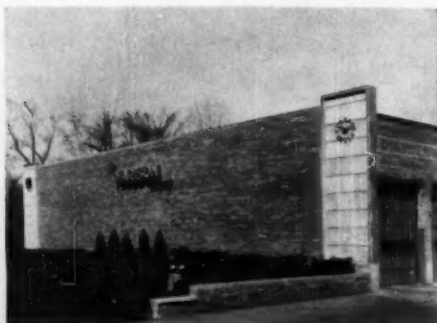
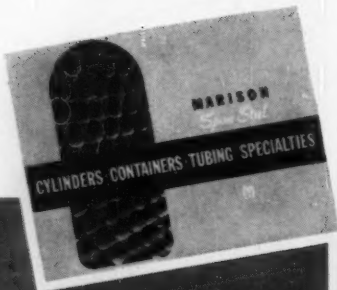
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